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WESTERN JOURNAL OF EDUCATION

Oldest and Best-Established School Board Periodical on the Pacific Coast . . . . Representative of California Federation of School Women's Clubs, Teachers' Association of San Francisco and devoted to the interests of 20,000 Teachers of California

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MEETINGS

Bay Section the California Teachers' Association; H. B. Wilson, President, Berkeley, Cal.; W. L. Glascock, Sec-

Northern California Teachers' Association, Ella McCleary, President, Sacramento, Cal.; Mrs. Minnie O'Neil, Secretary.

Central California Teachers' Association, Jerome O. Cross, Fresno, Cal., President.

Southern California Teachers' Association, Dr. E. C. Moore, President, Los Angeles; Dr. A. E. Wilson, Secretary, Los Angeles.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs. Margaret Burke, President, San Francisco, Cal.; Elsie Northrup, Secretary, San Mateo, Cal.

Central Coast Section the California Teachers' Association; R. B. Leland, San Jose, President; G. A. Bond, Santa Cruz, Secretary.

California Education Officers, Sacramento, Cal., Hon. Will C. Wood, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Albert C. Olney, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Stanley B. Wilson, Mrs. Agnes Ray, George W. Stone, Mr. Lester J. Hinsdale, Sacramento; Elizabeth R. Phillips, Porterville.

The Western Journal of Education

HARR WAGNER, Managing Editor.
OFFICIAL DEPARTMENT — Official News and Articles furnished by Will C. Wood and other members of the State Department of Education.
ALICE ROSE POWER, School Director, City and County of San Francisco, San Francisco, Associate Editor.

Founded in 1895, it commands the support of every teacher who is interested in the newest lines of educational thought, and of every trustee who desires to keep in touch with movements for the betterment of the schools. It is not run in the interest of any special organization, of any interest or type of educational doctrine. Its field includes an optimistic support of the best class of educational uplift, both of men and measures.

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THE LATE EDWARD HYATT

A Brief Account of His Services to the State of California

By Harr Wagner

Edward Hyatt began his work for the State of California as teacher and principal of the San Jacinto Grammar Schools in the early eighties. In 1891, as member of the County Board of Education of San Diego, he wrote a bulletin on Entomology, then a required study in the grammar schools. It was the beginning of education by bulletins in California. In 1892 he assisted the county superintendent in organizing a local institute at San Jacinto. When Riverside County was created, he took an active part in breaking away from the old system of partisan politics in local affairs, and in one of the campaigns, organized a citizens' ticket, and with a number of his pupils as singers, stumped the county on behalf of good government, and elected almost the entire ticket, including himself as county superintendent of schools of Riverside County. He was a capable teacher, and hundreds of graduates from the little grammar school at San Jacinto have become notable men and women of affairs. He was a pioneer in manual training, physical education, and on narcotics and alcohols. His science teaching in the San Jacinto schools had a wonderful influence on the boys and girls. He served as superintendent of Riverside county schools for twelve years, and had practically no opposition in elections. The salary was only $1800 per year, and yet on this slender income, with Mrs. Hyatt as deputy without pay, he was able to educate his large family of children in Stanford University. He was perhaps the best exemplar among school men of the simple life, and a practical example of thrift. His work as superintendent of schools was progressive, but not revolutionary. He introduced no fads; his course of study and administration were not an innovation but a model. He organized meetings of school trustees long before the law was enacted, and at one time took seventy of them to his home and had Mrs. Hyatt and her assistants provide dinner for them.

During the last four years of his services as county superintendent, he entered the field as an institute instructor, and was called to many of the counties two, three, and even four, times, and also made a tour of the Northwest. His talks were like a breath of fresh air in the pedagogical burdened atmosphere of the teacher. His addresses on "The Rainbow Trout," "Experiences on the Desert," "Rocks and Miner-

Reprinted by request.

EDWARD HYATT, 1916
A Snap Shot of the Late Edward Hyatt, Ex-Superintendent of Public Instruction, at Lake Tahoe, 1916. He Loved the Outdoors, the Peace of the Woods Broods Over Him

Greetings for 1920

The day has come when every teacher in this nation must stand up and be counted. Are you 100 per cent American? Are you inculcating the highest principles and the loftiest ideals of American citizenship in your pupils? Do you realize the full responsibility that rests on your shoulders for training future American citizens. Are you able to give this message of Americanism in such terms that the children understand and carry the words home to parents who perhaps are not so thoroughly imbued with the American ideals?

If so, then you are the kind of teacher that we need in our schools today. You are the type of person that should be crowding the normal schools and teacher training centers. You are the person that should be guiding the destiny of young America. If you are slighting this responsibility, there is no room for you in the schools of our nation, for you are a liability rather than an asset.

Never has there been a more urgent call for high minded, great hearted, thoroughly trained, 100 per cent American educators to drive home the vital lessons that these times hold. Never has the future of the nation been so entirely committed into the hands of the teaching profession. The lesson of patriotism, loyalty to the flag and government are the lessons taught to the young. These are the lessons which should be carried home to the fathers and mothers. Are you teaching such lessons today?

The new year 1920 must signalize the new service of education. This new service of education must include training for every individual life activity, and every community life expression.

To this new service of education I call you, teachers of America. For this service I ask you to make ready. As true American citizens accept this responsibility and my faith in the certainty of your achievement.

JOSEPHINE CORLISS PRESTON,
President National Education Association.

JOSEPHINE CORLISS PRESTON
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
OLYMPIA, WAHINGTON.

als," "Visits to Schools," "Trips to Lassen," "Visits to Burbank," were along the line of his unconventional subjects. Frank A. Miller of the Mission Inn was his personal and political friend, and at the Santa Cruz Republican Convention in 1895 he was nominated and later elected as State Superintendent of Public Instruction. The salary was then only $3000 per year. Mrs. Hyatt was appointed his deputy and she served during his entire term, with credit to herself and the office.

Mr. Hyatt was re-elected to the office twice, serving in all twelve years, the longest record of any one to serve California in such a capacity. During the twelve years the schools made wonderful progress, new laws were enacted, better schools were constructed, and there was educational advancment in all lines. While he did not take the leadership in many of the progressive lines, like the pension, county library system, reorganization of the State Board of Education, etc., yet he always counseled wisely and effectively, and was helpful in progressive legislation in his own way and with his own methods.

The educational work with which his name will be forever linked will be his bulletins on school architecture, the improvement of the rural schools, Arbor Day, and other bulletins, and his great work on conservation during his first term. He was the apostle of the out-doors; never robust, with a tendency to pulmonary troubles, he had his sleeping porch among the orange trees long before the modern sleeping porch became an adjunct to every properly built California house. Then his keen interpretations of nature, its beauties, its values, its freshness and freedom, are characteristic of him, and we are sure that mother earth will never be cold to him, not even in the grave, for he loved her so well.

He had thousands of friends who were his friends because they admired his love of the real things of earth; they loved him for his integrity of character, his devotion to his family, and to the best things in our social and political life. Mark Keppel, who perhaps more than any man is entitled to speak of Edward Hyatt, because he contested with him on educational problems, on methods of procedure, on school law, and even in elections, and yet there was never a time that these two men did not have unbounded respect and the warmest friendship for each other, so he is worthy to pay tribute to the dead.

"Honorable Edward Hyatt was a rare character, plain, unassuming, genuine, kindly, gracious, capable, efficient, looking always to the future. He worked ever to the full measure of his capacity and never worried about the present. He had plenty of troubles, and problems to solve, that would have taxed the best ability of any one; enemies who harassed him at every turn; and always an inadequate income; but nevertheless he drove steadily forward and every new year found him a bigger man with a broader vision and keener grasp of the problems of education, and more effective as a public servant.

"He fell at last a victim to his own sincere and unfaltering devotion to the public service. He taxed his strength beyond the limit and his body gave way. After a lingering illness, he passed on to that land where justice reigns supreme, leaving behind him a record worthy of any man.

"Mark Keppel."

J. D. Sweeney of Red Bluff was always a consistent friend, and here is a sincere tribute from a sincere friend:

"Edward is dead. The best friend the teachers of the State have ever had is no more. For a quarter of a century Mr. Hyatt had been a leader in the State. Half that time he had been at the head of the State schools, a longer term than any other ever had. During that time he placed the State upon the map of the nation and of the world. Edward Hyatt had a reputation that reached far beyond the boundaries of the State. He was not an orator, yet his spicy addresses, full of pith and life, were eagerly read by all. Quiet, retiring, he was full of sly humor that cropped out on every occasion. While he was a loyal Republican, he was a most democratic man, and the humblest teacher could find his ear. His popularity was unbounded, as shown by the fact that when the great defection from his party swept the State and placed a new party in office, he, an old liner, led with the largest vote. And when under new laws that new party tried to bury him politically, he still held the popular love of the people. The state is richer by having had Edward Hyatt as a citizen and officer, the world is poorer by his death. From San Diego to Siskiyou teachers will mourn the loss of a true friend and faithful guide. Edward Hyatt — leader, teacher, loyal American, Christian gentleman, friend — farewell."

W. G. Hartranft, who began his acquaintanceship with Mr. Hyatt by inviting him to lecture to the Kings County, Washington, teachers at the time he was superintendent of schools, writes as follows:

"Mr. Hyatt was a good friend of the teachers of the State. He was a real democrat of the Lincoln type. Neither success nor office vaunted him. He had rare power as a speaker and was equalled by but few State superintendents in his power to write graphically, realistically of the profession.

"I never heard him speak ill of any man. To really know him was to love him. There comes to my mind Crosby's poem, which I quote:

"'You say he died for his faith? That's fine.
More than most of us do.
But stay. Can you add to that line,
That he lived for it, too?

Oh! It's easy to die—
Men have died for a wish or a whim,
For friends or passion or pride.
Was it harder for him?

But to live out every day,
To live at all the faith that he dreamt,
While his friends met his conduct with doubt
And the world with contempt.

Was it thus that he plodded ahead,
Never turning aside?
Then let us talk of the life that he led—
Never mind how he died.'"

Does not depend upon opportunity or intellectual brilliancy of any kind, because it is well known that uneducated people often acquire great wealth, while cultured and talented people remain in poverty.

Again, it does not depend upon capital, because many men with large capital lose it, while others with no capital acquire phenomenal wealth.

Nor does it depend upon getting into any particular business. Men secure independence in every business, while others in the same business remain in want.

Whatever finds a place in human experience is the result of the thinking process, and the determining factors are therefore within your own control.

This may seem "too good to be true," but if you will consider that by the touch of a button or the turn of a lever science has placed almost infinite resources at the disposal of man, it becomes evident that there may be still other laws not generally known which contain even greater possibilities.

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THIS ADVERTISEMENT Contains a message of such transcendental importance that every reader of The Western Journal of EDUCATION will receive real financial (& other) benefits thru sending a postal-card for this booklet.—Chauncey M'Govern.

Nicholas Murray Butler of Columbia University is a candidate for President of the United States. This Journal has not been an ardent supporter of him since his famous editorial that the great American vice was that those at the top were paid too little and those at the bottom too much.

On Saturday, March 28, 1920, the Los Angeles city schools will hold an examination for elementary and kindergarten teachers, including special teachers of agriculture, home economics and manual training for the elementary grades. The written examination will be given on Saturday and the oral examination during the Easter vacation week immediately following.

Applications to take this examination must be filed prior to February 28, 1920.

Those applicants who are unable to take examination on the dates outlined above will be notified to attend the examinations to be held July 10th to July 17th, 1920.

WESTERN SCHOOL NEWS

The County Free Library System, which is co-operating with our public schools, has recently added Amador county to the list, and Mrs. Mary Dexter Henshall has under consideration Eldorado and a number of other counties. She has also held a number of conferences in San Francisco. Miss Provines of Stanislaus has been transferred to Sacramento, Miss Bessie Silverthorn from Siskiyou to Stanislaus, Miss Askey from Plumas to Siskiyou, Miss Carmelita Duff from San Mateo to Plumas, Miss Bess Ranton will be in charge in Amador and Miss Gretchen Flower has taken Miss De Ford's place in Tehama county.

P. Blakiston's Son & Co., Philadelphia, announce that the Cope edition of Tower, Smith & Turton's book on physics will be ready in February. There is great interest in the book and the teachers of the subject are anxiously awaiting the arrival of this book. The Blakiston science books are now used in University of California, in Southern California University, in Stanford University, in San Diego, Pasadena, Stockton, Santa Barbara and other high schools, and in all Red Cross courses, in the Government courses at Mare Island, in Lick Mechanical School, etc., etc. The State of Washington uses Delano's Home Hygiene and Care of the Sick, in the pupils eighth grade Reading Circle. They have a number of western authors: E. H. Barker, the genial representative of Allyn & Bacon, is the author of the Barker Trigonometry; Samuel J. Holmes of University of California is author of Holmes' Biology; Abbie Z. Marsh of Portland, Oregon, author of the new book on "Home Nursing;" Albert Schneider of San Francisco, author of Bacteriology Methods; Major Lynch, author of First Aid, was formerly located in San Francisco, Cal.

Miss Charlotte Casey, the popular librarian of the public schools of Los Angeles, was married a few weeks ago to Mr. McNally of Rand, McNally Company, and then, then they say that book salesmen do not environ the libraries.

ILLINOIS TRAINING SCHOOL FOR NURSES

509 S. Honore Street, Chicago, Ill.

It is not an easy thing to decide just what one should do with one's abilities, especially when there are so many chances ahead. It is not always possible to make a selection the first time and be successful in that selection. One should, however, try to size up the opportunity and also take inventory of one's self in order to see whether or not they come anywhere near meeting the requirements of their ideal.

An active person wants to make a success of the thing they undertake and success may be defined in its simplest terms as doing a thing better than it is usually done, or better than it has ever been done before.

No matter what one does, the picture in one's mind with the plan of accomplishment should be formed and furthered. What do the girls in our schools look forward to giving their lives to?

First: The Home. The home is the unit of our civilization and, therefore, needs careful preparation in house and community-keeping (which includes domestic science, hygiene and sanitation) and home-making, which includes all of the former, plus the things which bring pleasure and joy to others.

Second: The School Room. The teacher sees her success in the development of normal or nearly normal children in the most important years of their lives.

Third: As a Nurse. Whose success shows in her ability to help prevent sickness or to assist in getting people to a normal or nearly normal condition after being disabled in some way.

To become a graduate from a recognized school of nursing gives a better preparation for the home or the school room, and puts one in a position to be of service for a longer period of time than any other preparation. Think of it, compare schools, get good counsel and then make your choice.

PRESIDENT BARROWS WARNS STUDENTS THAT STUDY IS EXPECTED

Berkeley, Jan. 16.—Students who come to the University of California must come with the intention of studying, according to a warning sounded by President David P. Barrows this morning at his first appearance before the assembled students since he became president of the university. He told then they must secure their elementary education elsewhere.

He said that $150 a year for each student represented the outlay in money to the university. He predicted the entry of 1000 new students in the university next year. Continuing, he said:

Duties to Be Restricted

"If the university is to do its duty properly and thoroughly, it must restrict the performance of its duties to those it can legitimately undertake. The university is continually besieged to take over varieties of activity inappropriate to a university. We have taken them in the past, but we will not sustain them in the future.

"Students should not come to a university expecting elementary instruction. A university is not the place for the teaching of mathematics or instruction in the mother tongue. These are not things for it to do, and the time has come when we will refuse to do them any longer.

"The time has come when we will refuse to teach students who come unprepared.

Mistakes Are Made

"I can hear voices saying 'that this is undemocratic and that it is denying education to the plain people.' That is not real democracy. It is false democracy.

"Democracy has made a mistake. In the past it has been too solicitous for the subnormal child and has not paid enough attention to the super-child. The university should so organize its opportunities so that the student with superior mentality and powers of leadership should not be impeded in his intellectual progress by undue frivolity."

Favors Student Government

President Barrows expressed the belief that universities have heretofore given too much attention to the scientific and political progress and not enough to the social problem. He pledged his support to student government and said he would not interfere with student self-control.—Chronicle.

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One pupil has received over $5,000 for stories and articles written mostly in spare time—"play work," he calls it. Another pupil received over $1,000 before completing her first course. Another, a busy wife and mother, is averaging over $75 a week from photoplay writing alone.

There is no other institution or agency doing so much for writers, young or old. The universities recognize this, for over one hundred members of the English faculties of higher institutions are studying in our Literary Department. The editors recognize it, for they are constantly recommending our courses.

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Southern California Section

HERBERT F. CLARK

TWO PHOTOGRAPHS AND TWO TYPES OF MEN

On pages 354 and 355 in American State Text, United States History, appear two photographs, one of Abraham Lincoln, the other Jefferson Davis. The very physiognomy of these men indicate characters of an entirely different sort. The one represents a character with a vision to see the United States as a whole, a future great nation bound together with common aims and ends; a character that had a great compassion for an enslaved race; a character with a keen insight into justice and the future welfare of his country.

The other character saw no farther than arbitrary state boundaries; saw the individual as predominant to the social whole; projected a possible future with this country consisting of numerous petty principalities; justified the barter and sale of human beings as mere chattels; failed to comprehend the onward trend of civilization.

In view of these two characters, what can we say of the men who today see a world of small principalities struggling toward an association based on common aims and ideals and yet who fail to acquiesce in the movement? Who are the men of the Lincoln type who see a better future in the initiation and future perpetuity of a union of the nations of the world?

Which is the larger vision, that which involves a co-operation of mankind for the benefits of civilization, or that which is limited by temporary national boundaries and is bedimmed by the mists of the seas?

Which was the better type of character, Abraham Lincoln or Jefferson Davis?

A FEW SUPPOSITIONS AND THE LEAGUE OF NATIONS

It sounds very fine to hear some of our leading politicians talk about the glorious isolation of the United States from the rest of the world; the wonderful position she holds among the nations of the earth; her tremendous strength; her absolute independence; her heroic past; her boundless future; and granting that there be grounds for such—"a grand and glorious feeling." Suppose, for instance, in about ten years from now, after Germany has had time to recuperate from the present great disaster, and Japan has had ten more years of military preparation, and the United States has dawdled another decade with Mexico; suppose in that time Germany should decide to pay her respects to this wonderful country of ours, and Japan should decide to puncture some of the hypocritical notions of our nation, and Mexico should consent to be the basis for their operations; suppose England, France and Italy should decide to profit by their isolation from the American continent, and our neglect to become associated with them in the League of Nations; suppose that some great preacher should remind us that "No man (or nation) having put his hand to the plough, and looking back is fit for the kingdom of God"; suppose, then, Germany should send her navy to entertain our Atlantic fleet and Japan should do likewise on the Pacific; and they two should land armies in our vascillating neighbor's fields on the south, and proceed due northward; suppose these things should come to pass within the next ten years (and which are in the range of possibilities), how much blood and treasure would it cost this United States of ours to maintain this glorious isolation, this colossal attitude toward the other nations of the world?

CALL TO DUTY

"America has an admirable fund of energy. She holds the secret of what is finest in our modern times: how to do big things quickly. She has youth and power and wealth and efficiency. In Europe we are old, poor, weakened and divided. What we ask is not so much that America should give us of her strength, of her money, or of her materials, as that she should set us an example."—Stephen Lauzanne in North American Review for January, in discussing mandate for Constantinople.

REMOVAL OF WALTHAM PLANT OF THE AMERICAN CRAYON COMPANY TO BUSH TERMINAL

The American Crayon Company, in order to centralize its domestic and foreign business, has moved its Eastern office from Waltham, Mass., to the Bush Terminal Sales Building, Forty-second street, at the same time completing arrangements for making all Eastern export shipments from its large new stock rooms at the Bush Terminal, Brooklyn.

Mr. George E. Parmenter, vice-president of the American Crayon Company and a direct descendant of the founder of the Eastern branch at Waltham in 1835, is in charge of the New York office. The stock and shipping room at Bush Terminal are in charge of Mr. Sherman L. Parmenter, where carload shipments are received direct from the factory and from there applied on orders in broken packages.

The ideal quarters reserved by this well-known concern at the Bush Terminal Sales Building offer the finest facilities obtainable and buyers and friends visiting New York are urged to visit the Eastern headquarters, where everything engineering can provide is available. You will be welcome at all times.

The salesmen covering the Eastern States will also make their hearquarters here.

The chemical laboratories are in charge of Dr. Frederick L. Dunlap, D.Sc., for many years associate chemist of the Bureau of Chemistry of the United States Government.

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VIII. Various Rights and Duties.

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BOSTON NEW YORK CHICAGO

SUSAN M. DORSEY, CITY SUPERINTENDENT OF LOS ANGELES

The Board of Education of Los Angeles elected Susan M. Dorsey Superintendent of Schools to succeed Dr. Albert Shiels, resigned. The salary was fixed at $8,000 per year. Mrs. Dorsey has a most delightful personality. She has an open mind, enthusiasm, courtesy and ability to work. This Journal for twenty-five years has advocated that there should be no discrimination against women for executive positions in school administrative work. Her administration of the schools of Los Angeles will be a severe test, and yet no one doubts her unqualified success, because the Board of Education, the teachers and the people generally will give her their earnest and hearty support. Her educational record is as follows:

Susan M. Dorsey was born on a farm in New York State near Penn Van and received her early education there. She later attended Vassar and graduated with honors.

Subsequently she taught at Vassar, moving to California in 1884 and settling in Los Angeles. She entered the school system in 1896, becoming a teacher in the Los Angeles High School; then she was made vice-principal, and during the absence of Mr. Housh, the principal, in Europe, she was acting principal of that school.

Seven years ago she was appointed an assistant superintendent of schools and has since continued in that office. She has been instrumental in instituting a number of reforms in the school system. She is regarded as progressive and is well acquainted with the local school needs.

In addition to her school work, Mrs. Dorsey has written a number of articles on education which have been printed in magazines devoted to education and school betterment. She is a widow and resides at 211 West Jefferson street.

Mrs. Dorsey was president of the California Teachers' Association, Southern Section, in 1914; member of the Council of Education of C. T. A. for eight years; member of N. E. A. Committee on the Emergency in Education, which committee undertook the solution of many pressing problems during the war, especially that of securing a department of education, with a secretary, in the President's cabinet, and the securing of adequate remuneration for public school teachers. Mrs. Dorsey is now serving as vice-president of the National Educational Society, and is a member of the Executive Council of that organization.

Mrs. Dorsey is a member of the Los Angeles Woman's University Club, the Vassar Club, the Phi Beta Kappa and several other educational societies of national importance.

In her work in the Los Angeles city schools, Mrs. Dorsey has been responsible for the improvement of the elementary school library and the furnishing of supplementary materials and references for the use of teachers in their work. She has also been a strong advocate of visual education; has been active in the organization of a school for the blind, and inaugurated instruction for crippled children. Mrs. Dorsey has at all times realized the importance of improving the personnel of the teaching corps and the establishment of high professional standards. With this end in view she has always insisted upon adequate facilities being furnished to assist teachers in their work.

Mark Keppel, Superintendent of Los Angeles County, and who on account of his official position has a personal knowledge of the situation and sometimes perplexing problems to work out in connection with the City of Los Angeles, writes of Superintendent Dorsey's election as follows:

"The Board of Education and the public schools of Los Angeles are to be congratulated upon the election of Mrs. Susan M. Dorsey as City Superintendent of Schools.

"Mrs. Dorsey is a wise woman, a capable executive, and a skillful teacher. Under her leadership the schools of Los Angeles City will make remarkable progress."

Superintendent Grace C. Stanley of San Bernardino County, who has been associated with her in C. T. A. and in educational leadership in Southern California, pays her a sincere tribute as follows:

"The selection of Mrs. Susan M. Dorsey as Superintendent of City Schools of Los Angeles means great educational advancement for the whole of Southern California as well as for the city itself. Mrs. Dorsey is a woman of broad vision, deep insight into human nature, and sterling worth. She has amply demonstrated her executive ability and no one has a more thorough understanding of the conditions and needs of the city. Those of us who look to Los Angeles as our source of inspiration and leadership congratulate ourselves as well as the city and the schools upon having as our leader one for whom we feel personal friendship and professional admiration.

"In addition to the satisfaction we feel personally and professionally, the women of this State take great pride in Mrs. Dorsey's advancement; they rejoice in the quality of her service which she has given and which she will give in even greater measure through her larger opportunity. The greatest source of satisfaction lies in the fact that her advancement has come to her in the way which emphasizes her real womanliness, not by self-seeking, but through the general recognition of her innate worth and capability. Mrs. Dorsey may count on the support of all the friends of education, and especially so of all forward-looking women of this generation."

Quotation from letter of Art Alliance of America.

New York City, October 20, 1919.

Dear Mr. Meyer:

The Jury of the Textile Design Competition has awarded prizes to students in your school as follows:

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$25 to Laura de Veuve for dress cotton design.

Yours very truly,
Florence N. Levy,
General Manager.

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EDITORIAL NOTES

The people should take an interest in a campaign to increase the salary of the county superintendents of schools. They are poorly paid. No branch of the public service has more faithful or a higher class of public officials than the county superintendents. If the Legislature acts in 1921, the increase cannot under the Constitution take effect until 1923. Many superintendents are receiving less than teachers. They not only have election expense, but have personal expenses, on account of their office, that must be considered in estimating their salaries. The administrative work performed by them is largely with the rural schools. The work requires devotion, tact, scholarship and ability of a high order. The salaries now range from $1000 per year to $4000. The time has come when the county superintendent should be paid the same salary as the sheriff or the judge. We must retain the best men and women in the State for this important work.

The services of county superintendents should be recognized in another way. The administrative experience of a superintendent, the first-hand knowlege of the rural schools and conditions, the intimate knowledge of the needs of community service, especially fit county superintendents for professional positions of a high character. Many of the superintendents, like Roy Cloud, C. W. Edwards, F. T. Martin, are university graduates. Others have been trained in normal schools and colleges of high rank. They therefore have the experience and scholarship to be at the head of normal schools, in charge of departments of education in training schools, and as the head of teacher training courses in institutions and summer schools. Many of them, like Mark Keppel, W. J. Cagney, Geo. Schnitzberg, L. E. Chenoweth, Agnes Howe, Roy Cloud, have made fine records as institute lecturers. The summer schools should have men like these in charge of special courses.

ARE OUR SCHOOLS FULFILLING THEIR REAL PURPOSE?

A wide survey of school conditions leads one to the unavoidable conclusion that the ever increasing attention given to organization and administration is absorbing so much of the time and energy of those in charge that the needs of instruction—the real purpose for which the schools exist at all—are being lost sight of.

Such problems as "The Consolidation of Rural Schools," the organization of "Intermediate Schools," the application of the "System of Intellectual Measurements" and a thousand and one others for carrying out more efficiently the mechanical side of the system, important though they be in themselves, are, if we interpret aright the signs of the times, coming to receive more than their share of the attention of principals and superintendents.

A careful survey of actual school conditions as a whole leads us to the conclusion that most of the problems of better administration, important though they be, are overshadowed by the far more serious need for improving actual instruction in the school room. Outside of a few select schools in our larger centers, the need for better instruction in many elementary school subjects overshadows all other needs.

The development of the embryo citizen so that he or she may take an intelligent part in shaping the destiny of our country does not depend primarily upon whether the school is large or small, whether it is organized as an intermediate or grammar school, but upon the quality of instruction in the school room.

If arithmetic, grammar and geography are still taught with the emphasis and methods of a generation ago by most city and rural teachers, if geography, the one subject which should appeal most to children, is disliked by a large majority, does not the matter call for the earnest and thoughtful attention of those under whose management this instruction is carried on?

Is it not true that the problems of organization have now come to absorb the chief attention of those in charge of both city and rural schools, while the content of the course of study and the quality of instruction is in most cases a secondary matter? It would seem that when those in charge have assured themselves that the formal work of each grade is carried through and that the teacher has fulfilled the technical requirements of the law, they consider they have fulfilled their whole duty as far as school work is concerned.

It is this present condition throughout much of the state which has led to stagnation, and in some cases retrogression, in the quality of the teaching of certain subjects and to the consequent dulling of young minds for whose proper education we are expending so much money and energy.—A Teacher.

SAN FRANCISCO PUBLIC LIBRARY

Hugh J. Baldwin, who is the field agent of the California Humane Society, is doing splendid work in looking after stock shipments on the railroads and promoting an educational campaign for humane teaching in our schools.

S. P. Robbins, author of "1300 Problems in Arithmetic" and principal of the Oakdale School, Chico; S. M. Chaney of Glenn County, and Minnie R. O'Neil of Sacramento, attended the meeting of the executive council of the C. T. A. at Los Angeles on December 20th.

Bakersfield High School district has voted $200,000 bonds for new high school buildings. Bakersfield High School has nine hundred pupils.

C. Schroer, representative of D. C. Heath & Company, was in an automobile accident and badly injured, near Madera, on December 18th. F. A. Rice of Ginn & Company was there to render first aid to his competitor. The many friends of Mr. Schroer hope for his speedy recovery.

Jesse F. Millspaugh, formerly president of the Los Angeles State Normal School and dean of the Southern branch of the University under Dr. Ernest Carroll Moore, died on December 12th, 1919. He was an able administrator, a kindly man, and loved by his friends. James F. Chamberlain wrote a beautiful tribute to him for January issue of Sierra Educational News.

LOS ANGELES IN SCHOOL STATISTICS IN THE WEST

The statistical report of the American Book Company shows a rapid gain of Los Angeles from tenth place to seventh place since the last report issued by the United States Department of the Interior in 1918.

Big Cities' Figures.

New York City with 23,304 teachers and an expenditure of $45,121,163 ranks first, with Chicago second with 8,556 teachers and a financial outlay of $19,616,225 for this year. Philadelphia has 5586 teachers and $11,785,749 expended; Boston 3476 teachers and $6,779,121 spent; Cleveland, 3469 teachers with an expenditure for the year of $6,791,206; while Detroit came next with 3613 teachers and a monetary output of $6,305,285.

After Los Angeles, St. Louis comes next with 2606 teachers and $5,428,409 expended. Pittsburg, Buffalo and Newark all are reported as expending over $4,000,000, while the former city employed 3006 teachers, the others falling down into the 2000 class.

Other Comparisons

Minneapolis and Baltimore expended, respectively, $3,473,118 and $3,187,554 with 1684 teachers for the former city's educational staff and 2552 for the latter.

Comparisons with other Western cities are particularly interesting. San Francisco having expended but $2,716,695 with a staff of only 1791 teachers, while in Seattle but 1517 teachers were employed and $2,866,664 expended. Oakland is reported as having engaged 1152 teachers and spending $2,257,960, while Portland expended $2,049,842 and employed 1127 teachers. Denver ranks rather low in the list with an expenditure for the year of $2,044,127 and 1248 instructors.

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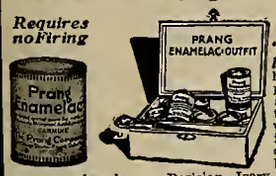

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OUTLINE OF CALIFORNIA HISTORY FOR GRADED SCHOOLS

J. D. Sweeney, Red Bluff, Cal.
District Superintendent of Schools; Member American Historical Association; Member Academy of Pacific Coast History

The outline here presented is at best suggestive, and teachers of classes who may wish to use it, must use their judgment in adapting it to the use of their classes. In treating State history, local touches may be added in place of some herein given. For example, the story of William Manly may well be emphasized in parts of the State. Stories of prominent local persons in others. In this outline, John Bidwell is made prominent, not alone because he deserves it, being one of our greatest Californians, but because he is most prominent in the history of this end of the State. In dealing with Indian wars, the Mill Creek Indian wars are given place, since they belonged to Tehama County.

Before teaching the history of the State, teachers would do well to make a study thereof themselves. If the subject has not been studied, a book like Norton's or MacGroarty's will be best. If fuller study is desired, Hittell and Eldridge are the best.

Files of old papers, county histories, biographies of pioneers and other sources will prove valuable, and if accessible to the children they will enjoy digging into them.

The lists of books herein given are exhaustive, but suggestive. There are many others.

Books for Public Libraries

Hittell, History of California, four volumes. Old but most authentic.

Eldredge, History of California, eight volumes. Now out of print, very valuable.

For Teachers and School Libraries

Taylor, Eldorado. Good account of mining days.*

Carter, Missions of Nueva, California.

Lynch, A Senator of the Fifties. A fine account of the days before the war.

Kennedy, The Contest for California in 1861. An account of the political situation at opening of the Civil War.

Royce, California.

Houghton, The Expedition of the Donner Party. A well-told story by Elizabeth Donner, who was one of the party.*

James, Heroes of California. A score of sketches of pioneers in every walk. Excellent.*

Simonds, Starr King in California. A good account of California's star hero.*

Eldredge, The March of Portola.

Richman, California Under Spain and Mexico.

Goodwin, The Establishment of State Government in California.

McGlashan, The Donner Party.*

Bolton, Spanish Explorations in the Southwest.

Chapman, The Founder of Spanish California.

Schoonover, Life of John A. Sutter.

Dallenbaugh, Fremont and '49.

Colton, Three Years in California.*

Shuck, Representative Men of California.

Fitch, Junipero Serra.*

Palou, Life of Father Serra.

Royce, John Bidwell.

Those with * can be used by children with profit.

For Pupils Reference

Yankee Trading with the Dons.

Hudson, The Famous Missions of California.

Lummis, The Spanish Pioneers.

Norton, The Story of California.

Stoddard, Footprints of the Padres.

James, California Romantic and Beautiful.

James, In and Out of Old Missions.

McGroarty, California.

Woods, Lights and Shadows of Life on the Pacific Coast.

For Pupils' Class Study

Hunt, California the Golden. The best text for elementary classes. Well arranged.

Winterburn, The Spanish in the Southwest. Good for the Indian life and mission days.

Bandini, History of California. Also good on Indians. Latter part good on industrial history.

Wagner, Pacific History Stories. Not a connected history, but a number of stories told for children. Covers the history quite well. Fourth and fifth grades.

HISTORY OF CALIFORNIA

I. Introductory.
  1. Discovery of America.
    1. Marco Polo.
    2. Trade with Orient.
    3. Closing of Caravan Routes.
    4. Awakening in Geographical Knowledge.
    5. Early Attempts to Find Way to East.
    6. Columbus.
  2. Spanish Activity and Bravery.
    1. Magellan.
    2. Balboa.
    3. Coronado, Seven Cities, De Vaca, De Niza.
    4. Pizzaro.
    5. Cortez.
      1. Conquers Mexico.
      2. Attempts to Find "California," Maldonado, Ulloa.
  3. The Origin of the Name "California."
    1. Story of the Son of Amadis of Gaul, 1510.
    2. Fabled Island of Amazons: Calafia, the Queen.
  4. The "Straits of Anian."
    1. The Belief.
    2. Northwest Passage.
    3. Philippine Trade.
    4. Early Attempts to Find.
    5. Later Attempts.

II. The Discovery of California.
  1. Cabrillo.
    1. His Expedition.
    2. Discovered San Diego Bay, 1542.
    3. His Death After Further Voyaging.
    4. Ferrelo.
  2. Fifty Years of Neglect.
  3. Sir Francis Drake.
    1. Awakening of England; Freebooters.
    2. His Voyage to California.
      1. Along South America.
      2. Along U. S. Coast.
      3. Search for "Anian."
      4. Stay in Drake's Bay, 1579; claimed California for England.
      5. Return Home and Reception.
  4. Viscaino.
    1. Two Voyages, Description of Monterey Bay, 1602.
    2. His Plans, Results.
  5. One Hundred Sixty-Seven Silent Years.
    1. Affairs in Spain.
      1. Wars with England.
      2. Expulsion of Moors and Jews.
      3. The Inquisition.
      4. Excessive Taxation.

III. Settlement and Missions.
  1. The Jesuits—Their History.
  2. The Franciscans—St. Francis.
  3. Lower California Missions—Kine and Salvatierra.
  4. Activity of the Russians—Bering—Alaska.
  5. Plan of Occupation—Civil, Military, Religious.
    1. The Pious Fund.
  6. Father Serra.
    1. Early Life.
    2. Arrival in Mexico.
    3. Made Leader of Mission Work.
  7. The Expedition to California.
    1. Two by Land—Portola, Rivera.
    2. Two by Sea—"San Carlos," "San Antonio."
    3. Story of Serra's Journey.
  8. San Diego Founded 1769.
  9. Portola Search for Monterey.
    1. Failed to Identify the Bay.
    2. Ortega Discovered San Francisco Bay.
    3. Erects Cross and Returns to San Diego.
    4. Faith of Serra—Nine Days of Prayer.
  10. Monterey Founded June 3, 1770.
    1. Mission Moved to Carmel.
      1. Headquarters of Serra.
      2. Description of Mission.
      3. Death and Burial of Serra, 1783.
      4. Ruin of Mission—Helen Hunt Jackson.
      5. Restoration and Present Condition.

IV. The Indians.
  1. Compared with Others.
  2. Their Homes—Winter, Summer.
  3. Furniture.
  4. Food—Seeds, Acorns, Grasshoppers, Ducks, Geese, Fish, Deer.
    1. Methods of Preparing Food.
  5. Clothing.
  6. War—Reasons For, Part Taken By Men, By Women and Children.
  7. Diseases—Remedies, Sweat Houses.
  8. Games.
  9. Legends.
    1. Creation.
      1. Eagle and Coyote.
      2. Coyote Makes Land, Eagle Makes Trees and bushes.

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JUDGE SULLIVAN'S COURT REPORTER
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2. Making Man.
   1. Coyote—Council, Quarrel, Result.
3. Coyote's Cunning.
   1. Great Spirit—Man's Work, etc.
4. How Man Gained Fire.
5. How the Geysers Were Formed.
6. Others—Comparison with Classic.

10. Indian Life Under Spain.
    1. Mission Life.
    2. Life Outside Missions.
    3. Conditions After Secularization.
11. Indians Under Americans.
    1. Early Neglect and Mistreatment.
    2. Later Care—Roosevelt.
    3. Wars with Whites—Modoc War, War in Tehama County, Mill Creek.
    4. Present Condition of Indians—Schools, Neglect, Passing.

V. The Missions.
1. San Diego—Slow Growth, Indian Attack, Mission Moved.
2. Monterey—Home of Father Serra.
3. San Antonio de Padua.
4. San Gabriel—Bells.
5. San Luis Obispo.
6. St. Francis de Assisi, 1776—Earthquake.
7. San Juan Capistrano—Earthquake, Bells.
8. Santa Clara.
9. San Buenaventura.
10. Santa Barbara — Best Known, Garden—Same Reproduced at Fair.
11. La Purisima Conception—Earthquake, 1812.
12. Santa Cruz.
13. Soledad.
14. San Jose.
15. San Juan Bautista.
16. San Miguel.
17. San Fernando.
18. San Luis Rey—Richest of Missions.
19. Santa Inez.
20. San Rafaels.*
21. Sonoma, 1823.

VI. Russians in California.*
1. Explorations Along Coast.
2. Visit of Rezanof.
3. Settled Fort Ross, 1812.
4. Abandon Fort Ross, 1841—Property Sold to Sutter—Present Ruins.

VII. General History of Missions.
1. Style of Architecture.
2. Mission Life.
   1. Daily Routine—Food, Tasks, Amusements.
   2. Natives Taught Trades.
   3. Education of Natives—Religious.
   4. Social Life at Missions—Hospitality of Friars.
   5. Relations to Civil and Military Neighbors.

VIII. Downfall of the Missions.
1. Original Intention of Spain.
2. Revolution in Mexico, 1821.
   1. Secularization Ordered, 1833.
3. Decline of Missions.
   1. Natives in 1834, 30,000; In 1842, 4,000.
   2. Cattle in 1834, 423,000; In 1842, 28,000.
   3. Horses in 1834, 61,000; In 1842, 3,000.
   4. Sheep in 1834, 321,000; In 1842, 31,000.
   5. Acres Tilled in 1834, 172,000; In 1842, 9,000.
4. Decay of Buildings and Loss of Property.
5. Condition of Natives.
6. Later Attempts to Restore Missions—Landmarks Club.

IX. Life on Ranch and in Pueblo.
1. The Presidios—Monterey, San Diego, San Francisco, Santa Barbara.
2. The Pueblos—San Jose, Los Angeles, Santa Cruz.
3. Houses of Spanish.
4. Ranchos, Rodeos.
5. Social Life.
   1. Fandangos.
   2. Amusements—Riding, Egg Battles.
   3. Dress.
   4. Travel—Caretta.
   5. Education—Spanish Schools.
   6. Character of People.
   7. Hospitality, Customs.
   8. Trade—Yankees, Dana, Smuggling, Commodities, Custom House.

X. Spanish Governors.
1. Portola.
2. Barri.
3. Neve—Prepared Code of Laws.
4. Fages—Opposed Missions.
5. Romeu.
6. Arrillaga.
7. Borica—Established First School, Instituted Reforms.
8. Arrillaga—Longest Rule (14 years), Most Important Administration.
9. Arguello.
10. Sola—Last Spanish Governor. Reopened Schools.

XI. Coming of the Americans.
1. Jedediah Smith, 1826.
2. John Sutter—His Early Life, Settled Sacramento, Center for Foreigners.
3. John Bidwell—Early Life, Overland Trip, Settled Chico, His Place in State History.
4. The Donner Party, 1846.
   1. The Start from Illinois.
   2. Leaders—Donner Brothers and Reed.
   3. The First Party Divided.
   4. Killing of Snyder—Reed Banished, Virginia Reed.
   5. Travel Slow—New Road.
   6. Donner Lake Reached—Snow, Eighty-three Persons, Snowed In.
      1. First Relief Party.
      2. Twenty-three Start for Fort Sutter.
      3. Second Relief Party.
      4. Sufferings During Winter, Christmas, Mrs. Reid.
      5. Final Rescue—Forty-one Saved.

XII. Mexican Governors.
1. De Sola.
2. Arguello—Native of California, Opposed to Missions on Account of Taxes, Foreigners Prohibited to Enter the Province.
3. Echeandia—Favored Secularization, Revolt of Solis.
4. Victoria—Friend of the Fathers, Opposed by the People, Revolt.
5. Pio Pico.
6. Figueroa—Able Man, Completed Secularization, Yerba Buena Founded.
7. Castro.
8. Guitterez.
9. Chico—Most Hated of all the Mexican Governors, Quarrels, Alvarado's Rebellion, California Declared Free.
10. Guitterez.
11. Alvarado—Trouble with Vallejo.
12. Micheltorena—Hated Because of Character of Soldiers He Brought.
13. Pio Pico—Last of Mexican Rulers.

XIII. The American Conquest.
1. Jones Captured Monterey, 1842—Apology Given.
2. John C. Fremont.
   1. His First Expeditions.
   2. Third Expedition.
      1. Our Relations with Mexico—Texas Affair, Polk's Attitude.
      2. Fremont Enters San Joaquin Valley—Ordered to Leave.
      3. Gavilan Peak—Retreat to Oregon.
      4. Lieutenant Gillespie—Fremont Returns to Sacramento.
      5. Capture of Mexican Horses—Castro's Orders.
      6. "The Bear Flag Episode."
         1. Merritt, Semple, Ide and Others Take Vallejo at Sonoma.
         2. Ide's Declaration of Independence—Ide Chosen Governor.
         3. The Bear Flag.
         4. U. S. Officials Take Charge.
3. Commodore Sloat Takes Monterey.
4. General Kearney Arrives—Defeated at San Pasqual.
5. Commodore Stockton Takes Charge.
6. Treaty of Cahuenga—California Becomes Part of United States.

XIV. Discovery of Gold, 1848.
1. Earlier Finds in the State.
2. Sutter's Mill—J. W. Marshall.
3. "Gold Found"—Excitement.
   1. The Rush to California.
      1. "Forty-niners."
      2. Three Routes—"Around the Horn," "Across the Isthmus," "Across the Plains"—Hardships Endured.
4. Mining Days.
   1. Methods of Mining—Placer, Hydraulic, Quartz.
   2. Returns—$40,000,000 in 1849, $65,000,000 in 1853.
   3. Life in Camp.
   4. Character of Men—First Period, Second Period.
   5. Mining Centers.
      1. Principal—Stockton, Sacramento, Marysville.
      2. Minor—Sonora, Oroville, Placerville, Shasta.
      3. San Francisco.
   6. Prices—Picks $5 to $15, Butcher Knives $30, Meals $3 to $10, Eggs 50c to $3, Pills $10, Rent of Parker House (S. F.) $120,000 per year.
   7. Gambling, Stealing, Miners' Justice.
   8. Women in Camps.
5. San Francisco.
   1. Rapid Growth.
   2. Fires—First (1849) $1,000,00, Second (1850) (300 houses) $3,000,000, Third (1850), Fourth (1850) 150 Houses, Fifth (1851) 1,000 Houses $10,000,000, Sixth (1851), Seventh (1906).
   3. Vigilance Committees.
      1. First (1851), "The Hounds."
      2. Second (1856), W. T. Coleman.
         1. Crime Continued.
         2. James King of William—Bulletin, Denounced Supervisor Casey.
         3. King Shot.
         4. Fort "Gunnybags"—Trial of Casey.
         5. Execution of Casey and Cora.

XV. Admission of California to Union.
1. Government After the Mexican War—Military, Sloat, Stockton, Fremont, Kearney, Mason, Smith, Riley.
2. Attitude of Congress—The Slavery Question.
3. Condition in California—Relief Sought.
4. Riley Calls Convention, 1848.
   1. The Constitutional Convention, Delegates, Met at Monterey.
      1. Two Chief Questions—Boundary, Slavery—Both Settled.
5. Election—Burnett Governor, Gwin and Fremont Senators, 1849.
6. Admitted by Congress—Compromise of 1850, Clay.

XVI. California During the Civil War.
1. Sentiment in State.
2. Election of 1860—Critical Situation.
3. California's Part—16,000 Union Men, Millions in Money.
4. Broderick—Duel with Terry.
5. Baker—Eulogy Over Broderick, Killed at Ball's Bluff.
6. Thomas Starr King.
   1. Sermon by Presbyterian Minister and Prayer for "Presidents."
   2. King's Patriotic Campaign and Appeal—Result.
7. Knights of the Golden Circle.

XVII. The Building of the Pacific Railroad.
1. Old Stage Coach Days—Pony Express.
2. First Telegraph—Cost of Mail and Telegrams.
3. First Railway in the State.
4. Theodore Judah—His Vision.
   1. Surveys Over Sierras.
   2. Secures Federal Aid.
5. "The Big Four"—Stanford, Crocker, Huntington Hopkins.
6. Actual Construction—Bringing of Chinese, Last Spike.
7. Railroad in Later Politics—Hiram Johnson.

XVIII. Later Events in State History.
1. The Chinese Question.
   1. Chinese in Mining Days.
   2. Crocker Uses Them in Railway Construction.
   3. Opposition to Chinese—Denis Kearney.
   4. Laws Regulating Chinese Immigration.
      1. First Exclusion Act, 1882.
      2. The Geary Act, 1888.
   5. New Constitution, 1879.
2. Development of Farming — Wheat, Rice, in Recent Years.
   1. Fruit Industry—Deciduous Fruit, Citrus Fruit.
   2. Sheep and Cattle.
3. Manufacturing.
4. Lumbering—Oil Industry.
5. The Spanish-American War—The Oregon.
6. The Great Fire—1906—Earthquake, Fire, Rebuilding San Francisco.
7. P. P. I. E. and San Diego Exposition.
8. Irrigation—Imperial Valley, Orland, Iron Canon.
9. State Highway.
10. Mt. Lassen.
11. California in Great War.

XIX. Miscellaneous.
1. Education in California.
   1. Provision Made for Support.
   2. Schools—Elementary, High, Technical, Normal, University (largest in America, enrolls over 9,600 regular students this year).
2. Literature.
   1. Writers—Bret Harte, Joaquin Miller, Ina Coolbrith, Edwin Markham, C. W. Stoddard, E. R. Sill, Jack London, Mary Austin, H. H. Jackson, etc.
   2. Art—Keith.
   3. Science—John Muir, D. S. Jordan, Luther Burbank, Joseph Le Conte, etc.
   4. History—B. I. Wheeler, H. M. Stephens, R. D. Hunt, etc.
   5. Politics—S. W. White.

3. American Governors.
   1. P. H. Burnett; 2, J. McDougal; 3, John Bigler; 4, J. N. Johnson*; 5, J. B. Weller; 6, M. S. Latham; 7, J. G. Downey; 8, Leland Stanford***; 9, F. F. Low**; 10, H. H. Haight; 11, Newton Booth; 12, Romauldo Pacheco; 13, Wm. Irwin; 14, G. C. Perkins; 15, Geo. Stoneman; 16, W. Bartlett; 17, R. W. Waterman; 18, H. H. Markham; 19, J. H. Budd; 20, H. T. Gage; 21, G. C. Pardee; 22, J. N. Gillett; 23, Hiram Johnson; 24, W. D. Stephens.
   * Know-Nothing. ** Union. *** War Governor.

4. Points of Interest.
   1. Yosemite; 2, Lake Tahoe; 3, Mt. Shasta; 4, Mt. Lassen and Vicinity; 5, Big Trees; 6, Petrified Forests; 7, Asphalt Lake; 8, Hetch-Hetchy; 9, Old Missions; 10, Santa Cruz Mountains.

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JOTTINGS OF A TRAVELING BOOKMAN

By William Maurice Culp

The election of Mrs. Susan Dorsey as superintendent of Los Angeles schools is a choice that is causing intense satisfaction in Los Angeles. The reasons are numerous. Mrs. Dorsey is a woman of decision and tact.

Through years of work in the Los Angeles system she has gained a thorough knowledge of the educational problems facing the city. She knows the teachers and the teachers know her. She is the one person in whom every teacher has the utmost confidence. She is the candidate of no faction. She is the choice of all.

As she says herself, "The problem of being superintendent of Los Angeles is a tremendous one. The responsibility is great. We are not going to progress by leaps. We are going to see where we are going and then take the gradual road of evolutionary development. We are going to progress educationally, but it is to be a steady upward climb."

Arthur Gould has been appointed as first assistant superintendent of Los Angeles schools.

Helen S. Watson has been appointed to the assistant superintendency in Los Angeles vacated by Mrs. Susan Dorsey.

Ella A. Ludwig of the San Pedro high school, Los Angeles, has a very comprehensive view of civics. She is making her course intensely practical.

Chas. E. Teach, superintendent of Bakersfield schools, is in a very warm bond campaign for $300,000 for grammar school buildings.

W. N. Davis, district superintendent of Dinuba schools, had an enrollment of 600 pupils last year. It has jumped to 825 this year. The phenomenal growth is still continuing.

W. A. Ferguson, principal of Porterville high school, is a strong believer in teachers unions.

V. R. Ross, science teacher at Covina, is a fine basket-ball coach and referee.

John F. West, superintendent of Pasadena is a Harvard graduate. At the football game at Pasadena New Year's Day between Harvard and Oregon he did some rooting.

DeWitt Montgomery, superintendent of Visalia schools, is planning to have junior college classes next year.

Miss Myrtle N. Paulson is teaching general science and mathematics in the Visalia high school.

Miss Margaret Swingle handles general science and physical education in the Lindsay high school.

O. S. Hubbard, district superintendent of Lindsay, is making psychological tests of the students.

A. J. Ludden, principal of Bakersfield high school, is a lawyer as well as a principal.

Walter O. Smith, principal of Fresno, believes that the fraternity problem in the high schools can be solved by having the college fraternities agree to refuse to admit any member of a high school fraternity into their organization. He states that high school fraternities are kept alive by the social element that intends to go to college. If this group knew that the college fraternity would bar them they would drop the high school organization.

Jerome O. Cross, superintendent of Fresno, is working over a technicality in the school law. Fresno has voted some $750,000 worth of bonds for a new high school. The law appears to read that the people again have to vote to spend that money. If such is the case about every building in California constructed by money from bond sources has been built illegaly.

The ways of traveling bookmen at present are quite precarious. In these days if at nightfall you chance to find a place to lay your head you are fortunate. Cots in back corridors, lounges in the lobby are often the only resource.

They are telling a yarn about F. A. Rice and Dudley Wilcox of Ginn & Company. It seems that these two estimable gentlemen arrived in Modesto one evening. Every hotel was chuck full, as well as every rooming house, garage and stable. Bookmen generally sleep at night. Finally in desperation a sanitarium was suggested. Rice ambled up to the institution in his palatial Ford. By chance there was a place for one man. Rice accepted it. Wilcox was out in the cold. There was a hospital across the way. Wilcox (surnamed Dud) is a very hard-working young man and felt the need of sleep. After conversing with the doctor and nurse they finally gave him a place to rest. So far so good. We will vouch that the statements made so far as approximately correct. From now on a question of doubt may arise. We firmly believe that the hotels were full in Modesto, but we are not so sure that the two bookmen were not out of place in a sanitarium and hospital.

It is said by Dame Rumor that Rice was placed in a section of the sanitarium occupied by a couple of patients with hallucinary ideas. Rice rose early in the morning to depart. The morning attendant caught him leaving. He is said to have explained that he was a bookman, that he had a Ford outside, and was very much obliged for the night's rest, etc. The attendant is said to have been very soothing and attempted to argue the point and get him back to his room.

Whether this actually happened or not is a question, for Rice won't tell, but Wilcox says he was quite aroused when he woke him up.

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A new world of observation and pleasure. Illustrated. List price, $.60.
Wilson's Indian Hero Tales
Legends, myths, curious superstitions and quaint customs of Indians by Dr. Wilson of American Museum of Natural History. Illustrated. List Price, $.60.

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Baldwin's Fifty Famous Rides and Riders
Stories and poems from various periods and many countries. List price, $.64.
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This incomparable story teller's latest book. Very much to the point today. List price, $.88.

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BOOK REVIEWS

Citizenship in School and Out. By Arthur W. Dunn, specialist in civic education, U. S. Bureau of Education, and Hannah Margaret Harris, of the State Normal School, Hyannis, Mass. Cloth; illustrated; 176 pages; price 88 cents. D. C. Heath & Co., Boston, New York, Chicago.

This course for the first six years of school life provides for the successful application of the recommendations of the Committee on Social Studies appointed by the National Education Association.

The Voyage of a Vice-Chancellor. With a chapter on University Education in the United States. By Arthur Everett Shipley, Master of Christ's College, Cambridge; Vice-Chancellor of the University. Published by G. P. Putnams Sons. Price $1.50.

A commission of English educators, headed by the author, made a sojourn in the United States of a number of weeks during the spring of 1919. This visit was utilized for the purpose of coming into relations with the heads of the American colleges and with others interested in regard to arrangements for the exchange of instructors and of students.

Atlantic Prose and Poetry for Junior High Schools and Upper Grammar Grades. Selected and edited by Charles Swain Thomas and H. G. Paul. The Atlantic Press, Publishers. Price $1.50.

California teachers will be particularly interested in selections from Mark Twain and John Muir. The Notes and Glossary are especially good.

A New Spanish Reader, by John M. Pettaro, is a valuable addition in language publications. It is one of Heath's Modern Language Series. It treats of subjects that every student of Spanish should begin in the very beginning of his course in this beautiful language. It gives much information about Spanish America, a subject particularly interesting to every American student of the Spanish language. Sufficient practice in the use of verbs is given so as to naturally lead the student to use that part of speech correctly. Published by D. C. Heath & Company.

Superintendent Alfred Roncovieri has issued a splendid bulletin on the Advantages of High School Education and sent it to all the graduates of the grammar schools of the city. It is an important document, and is timely on account of high salaries now tempting boys and girls to leave school only partially equipped for life.

"Schools in Siberia," by Dr. William Russell, dean of the College of Education, State University of Iowa, is a new book by J. B. Lippincott Company, Philadelphia. This is a very interesting book on a new, wonderful educational field. Dean Russell was director of public information for our Government in Russia, and has written a clear and definite account of educational conditions.

NEW BOOKS

The Harr Wagner Publishing Company has recently issued Fairbanks' Topical Geography of Europe According to Problem Method. Price, paper, 50 cents; board, 75 cents.

Forward Looking Lessons in United States History; alive, up-to-date, topical method, by W. J. Savage of Colma and Daly City schools, for seventh grade. Paper, 50 cents; board, 75 cents. Eighth grade, paper, 70 cents; board, 90 cents; complete cloth binding, $1.25.

In Press

Fairbanks' Geography of California for fifth grade pupils, 200 pages, illustrated. Price, $1.25; ready April 1st. This book offers the finest approach to the study of geography for California pupils.

"The Voices," a new novel by Mrs. I. Lowenberg, author of "The Irresistible Current" and "The Nation's Crime." A story of a San Francisco girl who, like Joan of Arc, heard voices, and became a great leader between capital and labor and in the presidential campaign of 1920. Price, $1.50. Ready February 10, 1920.

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WESTERN SCHOOL NOTES

Mrs. Mary Prag, after fifty years of services in the public schools of San Francisco, has resigned, and the State has granted her the retirement salary. Mrs. Prag's last work has been as teacher of History in the Girls' High School. She was so popular that the class graduating in January, 1920, petitioned her not to resign until they graduated. Mrs. Prag furnishes a fine example of the Biblical saying, "Growing in years and wisdom." She was one of the first leaders to advocate a pension system for teachers. Her record reflects credit both on the teching profession and on good citizenship.

The San Francisco Teachers' Association made Mrs. Mary Prag, retiring vice-principal of the Girls' High School, the guest of honor at a reception January 26 at the Whitcomb Hotel.

During the reception a program of music and speeches was offered. The speakers included Aaron Altman, president of the Teachers' Association; Bishop Wm. Ford Nichols, Dr. Martin Meyer and Dr. A. A. D'Ancona. The music included songs by Miss Helen Coburn Heath, Charles Bulotti and Henry Perry, and numbers by Uda Waldrop, pianist, and Miss Edna Horan, violiniste. The music during the reception was furnished by the orchestra of the Girls' High School.

The reception was arranged by a committee of which Aaron Altman acted as chairman. Others on the committee were: Mrs. M. M. Fitzgerald, Miss Virginia Heath, Miss Eliza D. Keith, Miss Julia Coffey, Miss Josephine Harrigan, Miss Marjory Stuart, Mrs. Katherine Brogan, Miss Edith Pence, Miss Genevieve Carroll, William C. Drew and Frank Clark.

The State Board of Education has issued a supplement to the Blue Bulletin on "The Spelling Ability of Pupils of Plumas County," by Cyrus D. Mead.

The State Department of Education has issued the December Blue Bulletin, with the leading article by E. P. Clark on the late Edward Hyatt. There is much interesting material written by Will C. Wood, A. C. Olney, Margaret McNaught, E. R. Snyder, and others.

The Directory for the school year 1919 and 1920 has been issued by the State Department of Education. It contains a full list of secondary and normal school teachers.

The next County Librarians' Convention will be held at Riverside early in May of this year. Mr. Joeckel of the Berkeley Library is the president. Riverside will be a delightful place to hold the convention, and Mr. Daniels will certainly be a fine host. Frank A. Miller of the "Mission Inn," the most temperamental and interesting of all hotel men, will provide an artistic and delightful environment beyond even the descriptions in the books.

The Superintendent's office of the City and County of San Francisco has been making a new course of study on Geography. Dr. Fairbanks' Problem Method will be used as a basis.

Mr. Tower, co-worker with Turton & Smith of the new book on "Physics," it is said, has prepared more pupils, and with greater success, than any other high school teacher in the United States. The new Physics promises to be the most popular book on the subject in California, the coming four years.

Will C. Wood and Josephine Corliss Preston, President David P. Barrows, Alice Rose Power and Sarah J. Jones were among the noted educators at the National Republican dinner in honor of the women of the National Republican Committee on January 13 at the Palace Hotel.

The Smith-Towner bill is now in the field for endorsement by campaign committees. The leaders are going to make a campaign issue of it in the congressional and presidential campaigns.

Mrs. Edna Wilson Cloud, wife of Archie Cloud, Deputy Superintendent of Schools of San Francisco, is taking an active interest in library service for the schools of the City and County of San Francisco. She presented an excellent report at a meeting of the City Federation of Women's Clubs. Dr. Cora Sutton Castle is president. Mrs. Amy Steinhart presided.

The American School Citzenship League, Mrs. Fannie Fern Andrews, Secretary, 405 Marlborough street, Boston, Mass., offers two sets of prizes, open to seniors in normal schools and to seniors in high schools. Write to Mrs. Andrews for particulars.

President David P. Barrows of the University of California is an advocate of the metric system for commerce, for science and for our common life.

Miss Pauline Cohen, a talented and progressive teacher in the Rochambeau School, San Francisco, gave a most delightful entertainment based on "The California Primers," by Ella Sterling Mighels, which appeared in the November Journal of Education.

Commissioner of Secondary Schools A. C. Olney has set the week of March 29th for holding the High School Principals' Convention. Both Yosemite and Sacramento have been considered, but accommodation could not be guaranteed and the place of holding the convention is therefore still under consideration.

The New England Journal of Education, edited by the well-known lecturer and author, A. E. Winship, copied in full the article by Harr Wagner "On Wheels" in the November issue.

How To Teach Filing

"Modern Filing," the new textbook on office systems, covers all the methods of record-keeping in general use. Clath bound, 100 pages fully illustrated, $1.00; in Canada, $1.50. With it we offer free, a teachers' hand book showing how to take up the work step by step.
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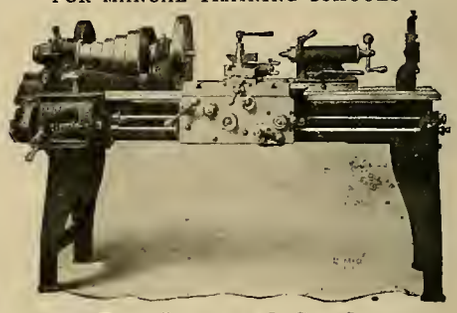

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An Invitation to N. E. A. Visitors

Superintendents, teachers and other educators passing through Chicago to or from the annual meeting of the Division of Superintendence of the N. E. A., to be held in Cleveland during the week of February 23, are extended a cordial invitation by Prof. P. G. Holden and his assistants to visit the Agricultural Extension Department of the International Harvester Company, Harvester Building, 606 South Michigan avenue, where pains will be taken to show them many things that will be of help to them in their work.

The department will have an interesting exhibit at the convention, which every one interested in our public schools should see.

Lecture charts, lantern slides, stencils, bird cards and educational literature on agriculture, live stock, domestic science, gardening, canning, better country schools and many other subjects will be included in the exhibit. Members of the department will be on hand to give information and render any assistance possible. Booklets on the Rotation Plan for Vitalizing the Teaching of Agriculture will be distributed.

STATE SHORT 350 TEACHERS

1424 Quit During 1919—Adequate Salaries Only Remedy, Says Supt. Wood

Sacramento, Jan. 12.—The public schools of this State need at least 350 more teachers than the present staff.

During the year 1919, 1424 teachers left the service of the State, an increase of more than 12 per cent over the previous year, said Will C. Wood, State Superintendent of Public Instruction, at the meeting today of the State Board of Education.

The number of new teachers was diminished by 17 per cent over the preceding year. Seventeen of thirty-six county superintendents reported that they were forced to lower the educational qualifications in order to meet this deficiency.

Thirty-four out of thirty-seven county superintendents say that promising young men and women no longer seek to enter the State educational field.

Superintendent Wood unqualifiedly condemns the proposal to lower the standard of teachers' examinations. "There is but one remedy," says Wood, "and that is to raise the salaries until they are high enough to attract men and women of the highest qualifications."—S. F. Chronicle.

SIXTY-NINE YEARS WISE

A Typical Statement of Dr. David Starr Jordan on His 69th Birthday

My sixty-ninth birthday is now at hand. I did not expect to have so many of them, for I have been very busy since 1870, when I began to teach college boys and girls. I have lived three separate lives in this time, each one happy in its way—as naturalist, teacher and exhorter.

In these days of confusion, when so many of the people are forgetting that there ever was a moral law, let us remember that the same old earth, the same sun and stars and seasons are still with us; what was once right is still right, and all wrong is still wrong.

Hatred, cruelty, intolerance and deceit are still all bad—as hurtful to us as to our neighbor. Wisdom is still knowing what we ought to do next; virtue is doing it, and the need of both is just as great as ever it was. In these days as in all times, the earth is upheld by good men, and wisdom, virtue and courage make the world wholesome.

Delight and Power in Speech, a universal dramatic reader, by Leonard G. Nattkemper and George Wharton James. School edition has just been issued by "The Radiant Press," Pasadena. Price, $2.50. This is a great book. It covers the whole field of silent and oral reading and private and public speech. It has large and carefully selected list of prose and poetry, and a chapter on the cultivation of memory. George Wharton James has thrown into this work all the gifts he possesses as a writer, orator and conversationalist, and Professor Nattkemper has given his valuable scholastic ability to the preparation of the book. The chapter on "How to teach Joaquin Miller's 'Columbus'" is worth the price of the book. We do not know how the publishers can furnish a book of 753 pages, well bound and printed for $2.50. Librarians, English teachers and students will be particularly interested in the volume.

Industrial Management in Relation to the Employee will be the subject of a course of ten lectures to be delivered in San Francisco by Roy Kelly, author of the standard book "Hiring the Worker," beginning February 2, under the auspices of the Extension Division of the University of California. The lecture series is part of the course of citizenship lectures given, under the auspices of the Extension Division, by eminent authorities on the subject, at the Girls' High School, Scott and Geary streets.

The Prang Company will soon publish a book on "Batik" entitled "First Lessons in Batik," by Mary C. Scovel. It will be illustrated with drawings showing work by Javanese and American artists.

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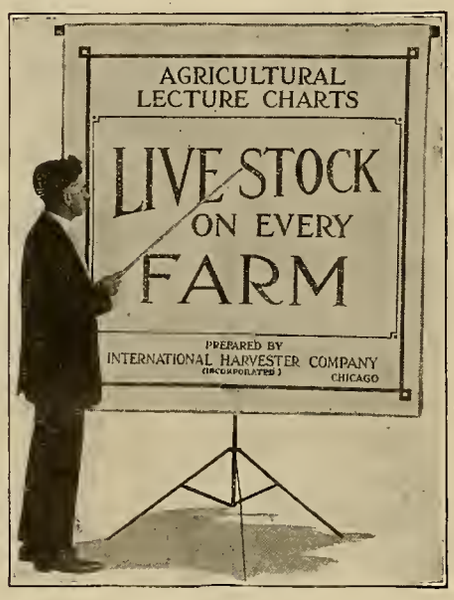

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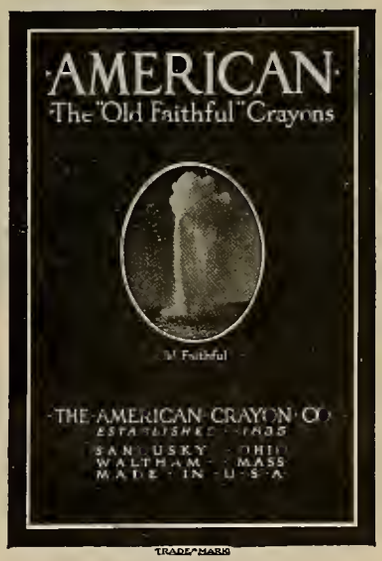

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Vol. XXVI, No. 2 SAN FRANCISCO, FEBRUARY, 1920 Price, 15 cts.

MEETINGS

Bay Section the California Teachers' Association; H. B. Wilson, President, Berkeley, Cal.; W. L. Glascock, Sec-

Northern California Teachers' Association, Ella McCleary, President, Sacramento, Cal.; Mrs. Minnie O'Neil, Secretary.

Central California Teachers' Association, Jerome O. Cross, Fresno, Cal., President.

Southern California Teachers' Association, Dr. E. C. Moore, President, Los Angeles; Dr. A. E. Wilson, Secretary, Los Angeles.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs, Margaret Burke, President, San Francisco, Cal.; Elsie Northrup, Secretary, San Mateo, Cal.

Central Coast Section the California Teachers' Association; R. B. Leland, San Jose, President; G. A. Bond, Santa Cruz, Secretary.

California Education Officers, Sacramento, Cal., Hon. Will C. Wood, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Albert C. Olney, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Stanley B. Wilson, Mrs. Agnes Ray, George W. Stone, Mr. Lester J. Hinsdale, Sacramento; Elizabeth R. Phillips, Porterville.

The Western Journal of Education

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ALICE ROSE POWER, School Director, City and County of San Francisco, San Francisco, Associate Editor.

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ITEMS OF PUBLIC INTEREST FROM PROCEEDINGS OF THE STATE BOARD OF EDUCATION, JANUARY, 1920

The State Board of Education met in regular quarterly session in Sacramento, January 12-17, 1920.

A letter addressed to Supt. Wood, criticising the recently adopted Studies in English by Robbins & Row, and accompanying resolutions adopted by the English section of the Santa Clara County Institute, containing suggestions regarding the methods of adopting textbooks for the elementary schools, were read. Supt. Wood's reply, assuring the writer of the criticism that the revised Robbins & Row textbooks which are to be used in California would not have the defects mentioned, and explaining the procedure in the adoption of textbooks, was approved by the Board.

A resolution adopted by the teachers of Riverside County at their annual institute concerning minimum requirements for graduation established by the State Board of Education was submitted to the Board. It was the concensus of opinion that many teachers are under a misapprehension as to the purpose of the State Board of Education in adopting these regulations. The matter was referred to the executive secretary, with instructions to see that some publicity is given to the erroneous report regarding the position of the Board in this matter.

The Board voted to act upon high school courses of study which conform to the Board's regulations, when action is recommended by the Commissioner of Secondary Schools.

The week beginning March 29 was set as the date for the high school principals' convention, the place of meeting to be decided upon by Commissioner Olney.

The following resolution was adopted by the Board:

"Resolved, That the State Board of Education issue an advertisement inviting, on or before March 15, 1920, tenders of bids for manuscripts for a supplement on California history, to be bound with the Beard & Bagley text in history of the United States for the upper elementary grades."

Miss Sophia H. Levy, secretary of the Commission of Credentials, tendered her resignation to the Board. The resignation was accepted.

The case of Mrs. Eliza S. Walling against Mrs. Mary W. Walling, the holder of a life diploma, for unprofessional conduct, was laid on the table pending the action of the court relative to this matter.

The subject of private normal schools was discussed. It was suggested that it might be well to consider asking the Legislature to modify the law to limit normal school accreditation to "state or municipal normal schools," since we have adequate public facilities for the training of teachers for the elementary schools.

Supt. Wood explained that the copy for the new arithmetic will probably not be ready for the printer before April and that we will be obliged to continue the present arithmetic for another year.

The following recommendations of the Cabinet were approved by the Board:

"In the matter of the procedure in the adoption of textbooks, the Cabinet agreed to hold formal hearings at which the representatives of the book companies may present the merits of their books. It was decided to ask the Board to give the Cabinet authority to permit a commissioner to listen to any representatives if the commissioner cares to hear the case such representative wishes to present, and deems such individual hearing desirable. It was the opinion of the Cabinet that book men, in presenting matters to the State Board of Education, should be requested not to go into detailed comparisons with other texts, reserving the discussion in detail for the Cabinet. They should present to the Board only the big issues or general principles upon which their books are based."

"In the matter of excuses from the work in physical education, the Cabinet agreed that local boards of education and high school boards may designate a physician or other person holding a health and development certificate to pass upon applications for excuse from physical education courses. In the absence of any such local regulation or where such officer is not employed, the principal of the school concerned shall determine the sufficiency of the excuse. A physician's certificate need not be accepted by the principal or other officer charged with the duty of passing on excuses, the acceptability of such certificate being left to the discretion of such principal or other official. The Cabinet recommends that the State Board of Education prepare a blank to be used by physicians in recommending that pupils be excused from physical examination, such blank to call for the nature of the disability. A regulation should be adopted guaranteeing that such statement will be considered confidential."

"Relative to the resolutions of Sonoma County asking that the State Board of Education, in prescribing a course of study for the several state normal schools, shall get in touch with the high school agriculture instructors in California that are directing home projects in agriculture, and through such co-operation plan to introduce a course in the normal schools that will prepare elementary school teachers to carry on school home project instruction, the Cabinet endorsed the plan and asked that the resolutions be read to the State Board of Education and that they be given as

PHYSICAL TRAINING CREED

County Superintendent Johnson, of Union County, N. J., has printed in attractive form the following physical training creed, which he has distributed in all the schools in his county:

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I BELIEVE my muscles should be kept working smoothly by systematic exercise.

I BELIEVE this training develops the will to make the best of myself and to do greater service for others.

I BELIEVE daily exercise trains me to feel and to understand the joy in work and in play.

I BELIEVE in athletics, in taking my part in school contests, in courage, fair play and sportsmanship.

I BELIEVE I am growing in manhood, and am preparing myself to be an active, intelligent, useful citizen, ready to take my part and to give the other fellow a "square deal."

I BELIEVE in playing the game to the end with all my mind, strength and courage.

much publicity as possible. The Cabinet also recommended that in the next annual conference of normal schools, a committee of persons interested in home project work in schools be requested to attend for a half-day conference on agriculture and other project work."

The life diploma of Mrs. Marinda W. Turner was suspended for one year, beginning January 14, 1920, for breach of contract, on complaint filed by the Los Angeles county board of education.

Commissioner McNaught suggested that she make a study of the methods of Dr. A. H. Sutherland, experimental psychologist of the city of Los Angeles, in working with retarded or backward children, with a view to giving these methods a trial in some of the schools. Report of her study and further suggestions to be made at the next meeting of the Board.

The following amendment to Paragraph B, Section 2, on School Attendance of the Rules and Regulations of the State Board of Education was adopted:

"Unless otherwise provided by special action of the high school board, attendance of each pupil must be continuous from the hour fixed for the opening to the time fixed for the close of the school day."

Commissioner Olney read a letter from President Barrows in reference to high school fraternities, promising his support in bringing the matter effectively to the attention of the university fraternities and assisting in creating a proper attitude in the University of California.

The following resolution was adopted:

"Whereas, several requests have been made by organizations that the State Board of Education approve of the collection of money in the schools for the purpose of providing relief for the people of other lands; and

"Whereas, the matter of providing such relief is one to be considered by the adult population of America rather than the children; and

"Whereas, frequent appeals to the school children for relief purposes accompanied by publicity portraying woe and wretchedness are objectionable on account of their influence on the impressionable minds of little children, tending to cause morbid thinking; and

"Whereas, protests against the collection of funds for any such purposes on the ground that such collection tends to destroy the democratic spirit of the schools have been filed with the state educational authorities; therefore, be it

"Resolved, by the State Board of Education, That it does not approve of the collection of money for such purposes in the public schools, nor of publicity in connection with campaigns for such purposes, in the public schools."

The Board authorized Commissioner Olney to give out the information that the junior college, not being a high school, is free to teach the subject of German. This authority was given in answer to a request that the State Board of Education interpret the state law prohibiting the teaching of German in the high schools so as to relieve the junior college from that prohibition on the theory that the junior college work is college work and that the law as passed applies only to high schools; also, that the restriction against the German language should not apply to the use of scientific books in the junior college.

Dr. E. R. Snyder, commissioner of vocational education, and J. B. Lillard, supervisor of agricultural instruction, were given authority to attend a conference of state directors of the Federal Board and the conference of the National Society for Promotion of Vocational Education, to be held at Chicago, and the convention of the Department of Superintendence at Cleveland.

The case of J. W. Eddy, clerk of the Templeton Union High School Board, against Mrs. Avis S. Matthews on account of breach of contract, was heard. The case was postponed until the next meeting of the Board, with the understanding that, unless the county board of education of San Luis Obispo County recommends the suspension of the credential, the entire case will be dismissed.

Contracts were renewed for a four-year period, beginning July 1, 1920, for the following books: A Beginner's History of the United States; Copy Books, 1-8; Primer; First Reader; Second Reader; Sixth Reader; Seventh Reader; Eighth Reader.

The following resolution was offered by Mrs. Ray and adopted:

"Whereas, the curricula of the elementary and high schools of the state have grown complex by reason of the ground considered necessary for the courses to cover; and

"Whereas, the state normal schools and the state universities should naturally be equipped to provide training for the teachers of these lower schools; and

"Whereas, it is the duty of this State Board of Education and its commissioners to consider the courses of study for the lower schools and provide adequate teaching of them;

"Resolved, That the Cabinet immediately undertake a comprehensive study of the public education facilities provided by the state, including the state normal schools and the state universities, with a view to a discovery of the essentials of education in the elementary, high and vocational public schools, and the preparation of the necessary teachers therefor in the state normal schools and state universities;

"That this study be undertaken and that conference with the presidents of the universities of the state be requested, so that an arrangement may be made whereby the teachers necessary for the lower schools may receive the training for their work in the higher institutions, with co-operation from other agencies in which adequate practice and experience may be acquired;

"That this study recognize both academic and vocational education as desirable for the elementary and high schools, and that the vocational subjects include music and art as practical fields of livelihood as well as culture."

The case of Robert T. McPherson of Contra Costa County against Mrs. Ethel B. Bernier for revocation of her life diploma on the ground of unprofessional conduct, evidenced by putting red pepper on the tongues of pupils, was duly heard. Va-

Does not depend upon opportunity or intellectual brilliancy of any kind, because it is well known that uneducated people often acquire great wealth, while cultured and talented people remain in poverty.

Again, it does not depend upon capital, because many men with large capital lose it, while others with no capital acquire phenomenal wealth.

Nor does it depend upon getting into any particular business. Men secure independence in every business, while others in the same business remain in want.

Whatever finds a place in human experience is the result of the thinking process, and the determining factors are therefore within your own control.

This may seem "too good to be true," but if you will consider that by the touch of a button or the turn of a lever science has placed almost infinite resources at the disposal of man, it becomes evident that there may be still other laws not generally known which contain even greater possibilities.

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rious witnesses were placed on the stand and cross examined. After taking testimony for three hours, the Board voted to dismiss the case on account of insufficient evidence.

The following resolutions were adopted in memory of Mr. Hyatt:

"Whereas, the life of Edward Hyatt, who served as State Superintendent of Public Instruction of the schools of California for twelve years, has, after a long period of illness, been brought to a close; and

"Whereas, Mr. Hyatt was in his official capacity drawn into relationship with the State Board of Education, who thereby came to understand and appreciate his work and ideals as State Superintendent of Public Instruction; therefore, be it

"Resolved, That in the passing of Mr. Hyatt we recognize that the teachers of the state have lost a well-known, highly-regarded and much beloved friend; the schools a sympathetic and loyal supporter, and the State of California a devoted and honored citizen.

"Resolved further, That we extend to Mr. Hyatt's bereaved family our sincere sympathy."

Retirement Salary Business

Relative to those regularly employed teachers who happened to be absent from the school room a few days during a month, the Board adopted the following resolution:

"Resolved, That one dollar shall be deducted from the monthly salary warrant of each teacher, regularly employed, who teaches at least half a month in a district."

Refunds of erroneous salary deductions, amounting to $106.75, were granted.

Retirement salaries were granted as follows:

Five Hundred Dollars per Annum: Benjamin Cobb, Santa Marguerita; Anne Elizabeth Franks, San Francisco; Alice E. Gregory, Los Angeles; Mrs. Mary Prag, San Francisco; Irene Reeves, Berkeley.

Under Section 14 of the Law: Elizabeth B. Moore, Berkeley; Walter B. Pemberton, Moss Beach; Francis Oliver Mower, Oakland.

The Board adjourned to meet at Sacramento, in regular quarterly session, on March 22, 1920.

Respectfully submitted,

WILL C. WOOD,
Executive Secretary.

A complete course in Railway Traffic Management is to be given under the direction of the Extension Division of the University of California in San Francisco by Walker L. Trammell of the Southern Pacific Railway Company. The course will start in San Francisco on Friday evening, February 20, and will be a study of railway organization, freight rates, classifications, interstate commerce commission rulings and procedure, railway accounting, and foreign trade in relation to railways and commerce.

Additional information may be secured at the San Francisco office of University Extension, 140 Kearny street, at Room 301, California Hall, Berkeley, or in the Oakland Chamber of Commerce rooms, Hotel Oakland.

A CHEER AND A HALF FOR THE VILLAIN

In Which the U. S. Treasury Department Hits Our Berkeley Boys

Some years ago, Wilton Lackaye, the well-known actor, was playing the part of a rich, cruel and profiteering landlord in a play which toured the country. In his rendition of the part, Mr. Lackaye, in baseball parlance, "had everything," the coal black mustache, the piercing eye, the gold cigarette case and the cold, venomous heartlessness which the part demanded, and he made it convincing.

When the play was produced in San Francisco, it was attended in a body by a large number of University of California students. At the end of the first act, the college contingent, strong for the triumph of virtue, rose and announced in unison, "We do not like the villain." During the second act, that antipathy continued, and again there came the shouted verdict, "We do not like the villain." When the curtain fell on the third act with the villain in command of the situation, the students rose from their seats, faced the audience and chanted, "We do not like the villain. We will not give him three cheers; we will give him a cheer and a half. Hooray! Hoo!"

Thousands of Americans are following the example of the collegians today. They do not like the profiteer, the high prices of necessities rankles in their bosoms, they believe in the ultimate triumph of the purchasing power of the dollar. They say they do not like the villain, but they are giving at least a cheer and a half for the profiteer every day of their lives. They are doing it by reckless spending, waste, extravagance and failure to save.

There is nothing more encouraging to the profiteer than the half-hearted ring of needlessly spent coins on the counters. When people make purchases of luxuries, and extravagances, they check the production of necessities which would enable supply to catch up with demand and force reduction of prices.

There is nothing more disheartening to the profiteer than the wise restriction of buying to necessities, the careful and regular saving of a part of each income and its investment in government savings securities where it will have an immediate and permanent effect in stabilizing economic and business conditions.

In the majority of the old time melodramas, the villain was foiled by the discovery and production of the missing will. It lies in your power to frustrate the machinations of the profiteering villain in the high cost of living melodrama. You can produce the missing will. It is the will to save regularly, to buy carefully, to eliminate waste and to invest savings in sound securities, such as War Savings Stamps and Treasury Savings Certificates.

You do not have to wait until the last act to produce this will, either. If you do, the melodrama with a happy ending may be turned into a tragedy for you, the community and the nation. You don't like the villain, but don't give him even a cheer and a half.

Buy W. S. S.

The University Extension, 140 Kearny street, San Francisco, has opened courses in short story writing, verse writing, etc. Prof. E. O. James in charge.

The unvaccinated children of Stockton, who are excluded by order of the health authorities, are to be transferred to another school, in accordance with the Humboldt Superior Court decision. There will be constitutional amendment upon the ballot in November.

F. T. Bunker, formerly principal of one of the grammar schools of Santa Rosa, during Dr. Burk's reign as city superintendent, afterwards assistant superintendent of Los Angeles, assistant superintendent of Seattle, city superintendent of Berkeley and now connected with the U. S. Bureau of Education, passed through San Francisco on his way from Hawaii to Washington. His friends gave him a dinner in Berkeley. He has made a survey of the Hawaiian schools.

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THE HIGH SCHOOL ASSEMBLY AN EXTRACT

By George R. Albers
Of the State Normal School, San Francisco

PREFATORY NOTE

During the past year it has been my privilege to sit in the assembly of which I have spoken. After I had learned the principal's speech, I sat and thought what is here written down. However, "The Motivation of School Work" served to organize in my mind ideas that were unconnected before; and to quicken at least two notions into convictions. This book as a whole appeals to me greatly.

The only volume I have found devoted entirely to assembly, a year book of the Francis W. Parker School, was read after considerable of this paper was composed. So it happened that I read the lines: "She (Nature) hides the beauty of her face from us until some other hand . . . lifts the veil." after I had written from a closely parallel thought: "Open the gate and let him see the field."

The High School Assembly, With Many Suggestions Suitable for the Assembly in Any Grade of School

Our remote ancestors flapped their ears at will, and we still carry about the useless muscles for this work. At a less distant age, but early in the life of organized schools, our pedagogic forbears held daily devotional meetings of the student body. Is it merely in testimony to the evolution and conservatism of the school that more or less ossified meetings now persist after the devotional exercises have been dropped? Has the high school assembly any purpose? Does it serve the purpose? Should it be held? Is it ever harmful?

Current practice would seem to indicate that, to some extent at least, each of these questions has been answered both ways. Certainly we have seen the bad effects of assembly: time wasted, students bored, deadened and set against the principal or teacher who conducts the exercise.

In a two hundred-pupil high school, a highly educated and maturely experienced principal held assembly twice a week. Aside from making a few announcements, he occupied each successive period by explaining to the students their duties, urging them to be good and storming about any infractions of good order that might have taken place since the last meeting.

One morning, the janitor, on unlocking the building, picked up a beer bottle from the middle of the front hall floor and later reported the find to the principal. The existence of the bottle was now known to the janitor, the principal and the person or persons who put it there; but in the next assembly that poor little bottle furnished the topic for a terrible twenty-minute tirade. It let loose enough inebriating foam to make any other little brown bottle turn green with envy; while some naughty boy chuckled over the success of his adventure.

No apology is offered for oppressing you with such laborious detail save that except for the observance of just such abuses, this paper never would have been written. More examples will be given as we pass on.

Granted that the assembly may have baneful effects, it must also be granted that most of them are not inherent in itself. Probably waste of time is the only general danger. This brings us back to the question, Has the high school assembly any purpose? Such a flood of aims, ambitions, real and fancied desiderata and even cross-purposes respond that our first question, intimating that without religious ceremony the meeting may be an empty shell, may well be dismissed.

The assembly should inspire school spirit, stimulate civic interest, furnish general and specific motives for learning, introduce a wider range of thought, open the way for every girl and boy to try to sing, provide an outlet for individual specialized effort, prove a pleasurable period and contribute directly as well as indirectly to education. It should not replace an organized student body, but may co-operate with it. These several purposes are strikingly interdependent: the means for accomplishing one of them so often serve the others that we shall group them in our consideration. However, any assembly that does not contribute to them all during the year is dwarfed if not abortive. It must serve many more ends before it is well developed.

With such a glorious ambition for the short periods usually allotted to these meetings of the student body, it would seem that all the other questions must somehow be answered in favor of assembly. We shall consider them in due course; but as one of the greatest things in learning is purpose, our thoughts for the moment center here.

We have said that the assembly should inspire school spirit. That such spirit is desirable in the American high school is hardly open to argument. That the assembly promotes it even when there is no special effort to do so, is common experience. The mere physical exhilaration of singing makes persons feel themselves to be nearer together. But the matter of school spirit and school love need not be left entirely to accident. Every announcement of track meet, ball game, class meeting and especially of results of contests with other schools may be made to contribute far more to interest and enthusiasm than a notice on the bulletin board ever could. Literary and other contests and exhibitions of individual student accomplishment have a proper place in these meetings and by their nature impress the spirit of the school upon its members.

Likewise, civic spirit grows naturally out of the very fact of assembly, but need not be left to grow wild. The extent to which political speakers are admitted to our sacred rostrum may well be limited; but when Jake Simpkins, now private secretary to Senator Sorghum, and erstwhile one of our number, returns to his native heath, the boys and girls want to hear him—and they should. Recently, soldiers returning to their old schools have added much to the interest of young people in public affairs. Student talks and discussions may be guided to serve economic ends, and even patriotic songs enhance the desire to contribute to the general good.

Perhaps one of the most far-reaching of all the possibilities for good in student meetings is never realized in anything like its fullness, though its opportunities are almost boundless. This is the broad matter of making young folks want to learn. Many teachers feel that they are not doing all they might in supplying motives for daily effort and a large part of those who do not feel it should; but they have their departmental aims. If they realize the value of reaching all the school at once, they also realize the work of it; and more than that, team work on the part of the faculty at least, and also the need of the active aid of the principal whom too many dread to approach.

It is necessary for the head of the house to set the machinery in motion, and except in a large school where powers may be delegated to a special director, he must keep his shoulder to the wheel. However, the

The Beacon News Column

Word from the Alaskan Commissioner of Education—Mr. Lester D. Henderson—has just been received by the publishers to the effect that the Beacon Charts, Readers, and other material for the first four grades have been adopted for basal use during the next five years in all the schools of Alaska.

THE BEACON METHOD has been found particularly effective in teaching non-English speaking children to learn to read the English language. The principles of phonetics upon which The Beacon Method is based have for years been used by the special teachers of the deaf and by the teachers of corrective speech.

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great value of keeping ever active the two parents of Desire to Know, namely, Information and Motive, fully justifies relieving one competent teacher of sufficient class work to enable him to do proper assembly directing.

Any novel experience: any man with a message; explorer, lecturer, doctor, president of the Woman's Club, president of the Chamber of Commerce, the mayor or the preacher, but above all, the long-suffering teacher—may awaken the pupil to new possibilities of thought. Open the gate and let him see the field. Dear teacher, pray do not forget that too many bright boys and girls pass down the narrow academic lane and do not know the field is there.

The late President James A. Garfield used to take pleasure in telling how his whole future career was shaped by an incident at the academy he attended. The modern assembly was as yet unborn, but "literary societies" were in vogue. In one of these, young Garfield first engaged in speaking and debate, and set his heart on a political career. He had never before thought that such things were for him.

But a short time ago, a teacher came into assembly with a few caged bees and a comb of brood; and spent a short half hour telling the fascinating story of the life of the honey bee. Today, three boys who heard him are raising bees on a commercial scale, and a fourth is in agricultural college with the honey business still in mind. Previous to that, only one of them had ever seen anything attractive in "sting bugs." Last winter another teacher showed some stereopticon views in assembly and preferred to be free from manipulating the machine himself. In one of his classes was a boy who bore a lofty air toward his teachers and a happy-go-lucky attitude toward the school. Here was opportunity to get into closer touch with this young fellow through getting him to run the picture projector. It happened to be one of the old-fashioned arc affairs requiring skill to operate. Mutual interest between teacher and pupil sprang up, accompanied by improvement in the boy's deportment and scholarship. This much had been planned for and sought, but the boy's eyes had taken in a new scene: he spent the following summer vacation (1919) operating a moving picture machine.

The assembly is the only natural place for a general exercise in music. Down to this day, the majority of boys and girls reaching high school have had no musical training. Those who have are the very ones who most desire music in the school. Young persons are especially sensitive to it. Its pleasurable and inspirational value are beyond argument. Its inspiration and cheer are carried over into the next hour's work.

Classical, or so-called good music, is useful just in so far as a given body of pupils can appreciate it. Solo playing and singing, always of benefit to the performer, are usually thoroughly enjoyed by the school, but must be kept within the reach of the main body of listeners. The assembly is indeed useful for the cultivation of taste. The standard of music should be as high as pupils can thoroughly appreciate and songs with elevating words are commendable, but we must bear in mind those who have to crawl before they can walk. It is better to have "every Junior, Soph and Fresh" lustily singing, "We'll be Seniors when we've nothing else to do," than to set the silent school on a glorious masterpiece while a few sweet but weak sopranos are striking at such notes as they hope they can hit. And for this reason it is well not to try to learn too many songs.

There may be no good logical reason why the singing of patriotic songs makes us better citizens, but we all feel that it does. We know that we are prone to believe in and sympathize with what we sing. We know that the church has long acknowledged the fact that converts are often made by singing. Thus is set down before us, not only reasons for singing good songs, of which we already have a-plenty, but particularly the problem of the musical director in the selection of matter. The little pale poetic woman who pounds the piano and wields the baton is a power in the land: it is a shame when "the board" selects for her place simply the person who can be bought cheapest.

Yes, the direct descendant of the one-time chapel exercise has no lack of purposes in the modern secondary school. Can it fulfill all these purposes? With sufficient genius behind it, we might hope that it would. Human endeavors have their limitations. These shortcomings very often seem particularly set against student meetings. Principals and teachers display a woeful lack of information upon, and preparation for, student body exercises; and consequently seem to show indifference and laziness as well. A cursory survey of our high schools will show that there are no standards or customs of importance that are generally lived up to. Good experience has been had, but not enough noise has been made about it.

Has any one of us a hobby? Let him ride it before the eyes of men. A toy is of small use in the closet. Has any one a love? Let him espouse it openly. Only thus may it bear fruit. Has any one a cause? Let him declare it loudly. How shall the world acclaim what it does not hear?

"Then, with a mighty hand,
From the Norwegian woods,
I snatch the loftiest fir
And plunge it into Etna's glowing gulf.
Then, with a fire-steeped giant pen,
I write on the dusky canopy of Heaven."

ASSEMBLY.

Quotation from letter of Art Alliance of America.

New York City, October 20, 1919.

Dear Mr. Meyer:

The Jury of the Textile Design Competition has awarded prizes to students in your school as follows:

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After all, in the face of all the bad work we have done, should assembly meetings be held? If it is the province of man to value his efforts by his failures, he should never do anything. Far be it from us teachers to say, because you have come to school with a bad lesson you would better never come again. The task is not too big for us; indeed, I believe we have been neglecting it because we thought we were running after bigger things. In truth, we were running after each other.

Our country is continually raising the standard of its professional personnel. It is not too much to ask those instructors who make the science of teaching a specialty to include this item in the list of those upon which they concentrate. It is worthy of being made a major study. Should not each high school course be made as complete as possible? The ideal path of instruction is not a straight and narrow one; it is broad, departmental, expansive; and requires to be covered by an army of teachers moving abreast. It is a trodden road and countenances no gulleys laid down its length. That school is a crippled unit the gaps in whose ranks cause it to leave untouched a portion of the breadth which it pretends to cover.

This, now, is our conclusion, if not our creed:

We believe that assembly is inherently worth while; we believe that, in its present mixed condition, it is often a power for good and seldom a source of evil; we believe in the capacity of educators; we believe in high ideals; we do not believe we are beaten; then, of necessity, we believe in the High School Assembly.

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EXTRACTS FROM MRS. DORSEY'S TALK AT THE PRINCIPALS' CLUB, JAN. 19th, 1920

I sincerely appreciate the welcome you have given me this afternoon and hope it may be only a promise of the happy, busy times we shall have together in the future. There have been strenuous days in the past; there are difficulties and plenty of hard work ahead of us, but with good will and co-operation we shall certainly be able to accomplish something not wholly unworthy

On an occasion such as this one might with propriety say a few pleasant words of greeting and there rest. On the whole it seems to me more worth while to talk seriously for a few moments on the subject, "Principals as Interpreters."

First, interpreters of the community to their own schools and their own schools to the community.

Second, interpreters of the board of education to the community and the schools.

Third, interpreters of the superintendent's office to the teachers.

Possibly the principals here gathered have never before thought of themselves as interpreters, but this is certainly one of their most important functions, for, as a principal interprets the board of education to his community and his school, as he interprets his teachers to the community, and as he interprets the superintendent's office to his community and teachers, so he makes an atmosphere of content or dissatisfaction.

You will agree with me that principals must sometimes explain matters where differences of opinion exist between the community and individual teachers. Patrons of the school visit the principal's office in a disturbed or even fault-finding mood. Possibly the cause of dissatisfaction is an unhappy relationship between teachers and children; possibly it is some sentiment unwisely expressed by the teacher or wrongly understood by the children to which exceptions have been taken. If the principal, on such occasions, is able so to interpret the attitude, temperament and ideals of the teacher to the patron of the school, and so to interpret the opinions and conditions of life of the parent to the teacher as to remove objections and bring about mutual understanding, then he has performed a real and important service, both to the school and the community.

No less important is the service the principal renders through his wise and just interpretation of the board of education to the community. It is a great mistake to think that boards of education are at liberty to act at all times with perfect independence and are able to meet all of the desires of the patrons of the schools. They are the representatives of the people and bound to regard the opinions of the public whom they serve. On the other hand, they are circumscribed by the necessities of finance, hindered at every turn by legal restrictions and by precedents. Each locality is justly ambitious to secure the best possible for its own school, while it may be quite impossible for the board of education to give to a particular community the things desired; as a new school building, a change in the bounds of the district, an addition to the school grounds, a much coveted improvement, a segregation of undesirable elements, a change in the course of study. If under circumstances where the desires of the community are in excess of the board's ability to meet them, a principal can, by his interpretation of the board's ruling, bring the community to see the justice of decisions, the bonds of good feeling are thereby strengthened. Sometimes principals, in their anxiety to improve their own schools, make the mistake of encouraging their patrons to importune the board of education for desired betterments through correspondence, petitions and delegations. On first thought this may seem to be an effective measure, but in the end it will be found a wiser plan for the principal to act himself as the medium between his community and the board of education and keep in such sympathetic relations with his community that it will trust him to secure their due from the board of education without their own importunities. Communities once aroused to a clamorous mood are not easily checked; their demands at some time in the future are quite as likely to be in opposition to the principal's plans as in the original instance they were in line with his projects. It must always be granted that public schools belong to the people and if the people of any district desire to address the board of education, they are entirely within their rights. In so far, however, as a principal can himself successfully represent the patrons of his school, he has strengthened his own position and lessened the possibilities for misunderstanding and recrimination.

It is to be hoped that principals will feel themselves almost the divinely appointed interpreters to make instructions from the superintendent's office clear, reasonable and consequently not hateful to their teachers. There are many ways of passing on instructions: they may be coldly read from the School Journal or from bulletins, transmitted perfunctorily merely as something to be done and gotten through with; that is not a good way, that is one of the ways in which the thing should not be done. Given in that manner they are received in the same indifferent and perfunctory spirit. Notices, on the other hand, may be given with an appreciative understanding of what the notice means and of the reasons for it. Should the reasons not be obvious, a query lodged with the superintendent's office will bring a prompt explanation. A little imagination will sometimes reveal the reasons for instructions and read into the lines what is not clearly expressed. It is of the utmost importance that there should be perfect understanding about all instructions between the superintendent's office and the teachers; and principals for the most part must be depended upon to foster this good understanding.

Much of the irritation which attended the taking of the census in the late fall could have been prevented had the difficult, almost impossible, conditions from an administrative point of view been fully understood by principals. This incident well illustrates the extreme importance of having instructions and the reasons therefor completely and rightly interpreted, both to principals and teachers. That some county districts were able to employ enumerators, while the Los Angeles City School District was not equally fortunate, is easily explained. Many of the county districts are well financed and carry from year to year comfortable surpluses on the same tax rate which leaves the Los Angeles City School District constantly embarrassed for funds. Last July the one consuming thought in the minds of the board of education and the superintendent's office was the provision for salary increases. To make sure a general salary increase it became necessary to enforce at the outset the most rigid curtailment of every other expense; that curtailment is still operative, but the salary increase was secured.

The generous interpretation which hunts for a satisfactory reason for the issuance of instructions creates an atmosphere of confidence and content. I grant you that the requests made of teachers for help, for information, for their time, are numerous, too numerous for the perfect comfort and serenity of either the petitioner or the petitioned. I must remind you also that as a system grows, the perplexities of administration increase and the office is farther and farther removed from the real sources of information. This necessarily increases the number of calls for help. While these should be kept within humane bounds, still principals will do well to hunt for the kindly interpretation of each instruction and in so doing the occasions of irritation on the part of teachers at what seems to them perpetual hectoring may be greatly lessened. The happy suggestion always goes far towards securing results with the least consciousness of effort.

VOTE FOR NEW LODI SCHOOL, 310 TO 14

Out of 324 votes cast in Lodi February 7, 310 were in favor of the erection of a $90,000 school building. It is planned to have the structure built in time for the fall term.

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. Culp

The tremendous growth of the University of California to an enrollment of some 8500 students in regular session has accentuated the need and concentrated the thoughts of school and laymen upon the state's facilities for higher education.

The sources of the past are at a breaking point. The University of California is overburdened and must be aided as to equipment and faculty. The device of a Southern branch at Los Angeles has helped little so far, as only some hundred students have been enrolled and the capacity is some 1200 or more. Stanford has reached the limit of the numbers she can accommodate; the various colleges of the state are universally limited as to equipment and ability to take pupils from an inadequacy of endowment. The one source from which aid was expected—the Junior College—has yet failed to fill all expectations.

What University professors have wanted for years and what inevitably in time must come is the cutting off of the customary first two years of college instruction. These two years as now constituted are basically foundational. University men in the past took upon themselves the preparation of the students as a natural course of events, but now the students are coming in such numbers that they cannot be handled. Consequently, the demand has arisen and is being listened to that these students be instructed elsewhere than at crowded universities.

The Junior College was created to deal with this very emergency. It has not succeeded, mainly because the University still continued to give instruction in the first two years. Generally the most ambitious, the financially able, the social, the energetic student still went to the University because he or she felt the instruction there was more adequate.

As a result, the Junior Colleges are hampered from realizing their full possibility.

In addition to lack of students, the fact that each Junior College has to depend upon local financial support has not lead to the maximum of efficiency. For the burden of maintaining a highly effective Junior College is almost too much for the average Junior College district. The personnel of the faculty calls for teachers of more training than those filling ordinary high school positions, and these cost money.

The Sectional Junior College is at present in the foreground. The Sectional Junior College is meeting much favor. This is merely a Junior College supported by a union of high school districts. This plan meets the financial difficulty, as it gives adequate support, concentrates the students on one school, gives opportunity for high-class instruction.

This question of Sectional Junior Colleges is one that will attract the attention of educational authorities until the problem is solved some way or another, for it is almost an absurd possibility to expect every high school district to give adequate instruction in two years of college work.

The Fowler High School, under Principal W. A. Otto, has flourished greatly. Plans are under way for a new campus and high school building.

Clarence Yoder, science teacher at the Fowler High School, is having decided success.

Miss M. E. Peckham, principal of the grammar schools at Coalinga, has charge of exceptionally well equipped and teachered schools.

In the new intermediate high school at Coalinga, they have a beautiful Greek frieze representing the Triumph of Alexander. It covers the length of a whole hallway. It was installed by the carpenters during the last influenza wave. When the teachers arrived they found a couple of sections left over. The carpenters had left out Alexander and Bucephalus.

In L. A. Buchanan, vice-principal of the Coalinga High School, Coalinga has a most versatile and able teacher. The instruction in physics, chemistry and drawing is not surpassed anywhere in the state.

Robert J. Teal, principal of the Madera Union High School, has instituted individual sessions during the forced influenza vacation.

Miss Mary G. Glock, Madera County Librarian, is giving delightful service that is much appreciated by the teachers of the County.

Craig Cunningham, Madera County Superintendent, was struck by the influenza. He has recovered and is back in his office.

Chowchilla has an exceptional high school building for a town of its size. P. Purviance is the principal.

A. H. Knight, principal of the Chowchilla Grammar Schools, has overcrowded schools owing to the influx of many new pupils.

C. S. Clark, district superintendent of Merced schools, is president of the Merced County Board of Education.

F. T. Cole, head of the science department of the Merced High School, succeeds in having his students in physics and chemistry accomplish a vast amount of work.

Ennis R. Utter, head of the science department of the Modesto High School, is overburdened with students. Extended quarters are to be erected soon for the department's work.

The Modesto schools, under Superintendent W. E. Faught, are increasing so fast that it is difficult to find money to even run on mere essentials. Modesto has under consideration the founding of a junior college.

Carl L. Anderson has charge of the agriculture work in the Modesto High School.

The Turlock Union High School, under J. Perry Ratzell, is overcrowded. Some 450 students use quarters designed for 200 students. Plans are on the way for a new building. A very practical course is being given in auto mechanics. Some fifty boys take the course under Lars J. Erickson. Six to ten cars are constantly in the shops being worked over.

J. C. Carpenter handles history and physical training in the Turlock High School.

THE IMPORTANCE OF PHONETIC TRAINING FOR TEACHERS OF ENGLISH TO FOREIGNERS

There is perhaps nothing that causes a stronger feeling of discomfort, a keener realization that one is an outsider in the group in which one finds oneself, than the consciousness that one's speech attracts attention, even excites amusement because of some peculiarity not shared by the others. The presence of a marked foreign quality in the immigrant's speech tends not only to keep him from feeling at home in his new surroundings, but also it is a constant reminder to the native American that the speaker is a foreigner; it seems to erect a kind of barrier between the people of two nationalities.

The acquisition of the sounds of a foreign language means the formation of new habits of using the organs of speech. The speech organs of the adult through long years of use in the same way have become quite rigidly fixed in habit; likewise the ears, having been accustomed to hearing certain familiar sounds, neither readily nor accurately distinguish new ones. For example, the foreigner who has no th sound in his language, seldom hears it accurately; his imitation of it is generally far from successful. The word this he will pronounce dis or zis, according to his judgment of the character of the sound. In some Chinese dialects there is no sh sound; the Chinese substitutes for it s, the sound that he possesses that most resembles it. The Italian often fails to hear accurately the sound of an unstressed syllable; indeed he often fails to hear the syllable at all. Fifteen and fifty are pronounced alike, as "fif." The confusion which must inevitably result from his inability to distinguish, either with his ear or his tongue, the numerals which end in "teen" from those ending in "ty," is evident.

But the adult has generally little conscious control of his organs of speech; his native speech sounds were acquired in childhood by unconscious imitation of the people around him. Unless the teacher, therefore, has the specialized knowledge and skill to help the pupil build up the new habits of speech, there is likely to be simply a substitution of the sounds in his native tongue for the sounds of the new one and the foreigner will be said to speak with a "foreign accent." To teach successfully the pronunciation of a foreign language, the teacher should know something about the construction of the organs of speech and their functions; the nature of speech sounds and their relation to the organs of speech; he should know by what muscular adjustments each speech sound in the language taught is produced, and should be familiar with the speech habits and the sound system of the native tongue of the pupil. Such knowledge may prevent a serious waste of time and effort. For instance, while teaching English sounds to a Dane, the writer discovered, after some time spent in the demonstration and practice of the "th" sound, that the Danes have themselves a sound similar to that of "th" in "father," written, however, "d" and occurring only between vowels. To the Danes our "th" sound

seems unfamiliar, because it occurs sometimes in an unexpected position, initially, as in **this**, or final, as in **bathe**; also because it is frequently uttered without voice, as in **their**, or **wreath**, while the Danish sound is always voiced, as in **father**. Needless to say, the next time a Dane was initiated into the mysteries of English sounds, much less time was needed to secure a correct pronunciation of the two th sounds.

At present many teachers are either neglecting entirely the teaching of pronunciation, or they are attempting it without any real knowledge of the character of English speech sounds. It is not pleasant to think what will be the condition of our English tongue when several millions of immigrants have been **taught** to speak English incorrectly.

SARAH T. BARROWS,
Ohio State University.

THE GREAT MAN

Dr. Frank Crane defines the great man as one who maintains his independence of thought no matter what public opinion may be. He says the great man is quiet; he knows and trusts the spiritual forces and is not impatient; he thinks clearly, speaks intelligently and lives simply; he always has time; he despises no human being, nor any other creature; he has no vanity, seeks no praise and is never offended; he is teachable, and will learn even from children; he is rarely elected to anything; he is keenly alive to human relationships and influences. He loves. He suffers. He cares. He laughs. All of the simple, strong qualities of the normal soul shine in him, with no pettiness.

The great man changes his opinion easily when he sees his error. He cares not for consistency, which is the fetich of little minds, but for truth, which is the sum of great souls. Love, cheer and hope abound in him, for these are always the by-products of greatness.—Selected.

Forward Looking Lessons in History

The ambitious teacher of United States History always feels the need of a book that her pupils can grasp with ease, not babyish but direct and appealing. Our "Forward Looking Lessons," by W. J. Savage, superintendent of Colma and Daly City schools, has been tested for ten years and has never failed to fill this want. Many teachers, knowing the helpfulness of the "Lessons," have copied them in longhand and frequently whole classes of children have begged for them instead of the available books in history. They satisfy their longing, by giving them the confidence that they are learning. They help not only through the grammar school but also throughout the whole course of the learner's higher education. The pupils that have studied them show great proficiency in "Current Events." In fact, Current Events is strongly recommended to be used to supplement the "Lessons."

At present there is an universal demand for instruction to develop Americanization. The only way to do this is by the right teaching of American History. It is believed that "Forward Looking Lessons" will do more good toward Americanizing than any other book on the market. Every lesson brings out the triumph of American ideas, and, altogether, they build up such a high regard for our country that they produce an unquestioning faith in the great Republic. Get a few copies of the "Lessons" and try them and then you will know their value. Harr Wagner Pub. Co., 1111 Hearst Building, San Francisco. Copies sent on approval.

THOMAS INCE ON FIRE PREVENTION

Recent disastrous fires have lent particular interest to a plan of the fire chiefs of the Pacific to educate the public along lines of fire prevention. The chiefs declare the great majority of fires could easily be prevented, and at a convention held a few weeks ago in Los Angeles arrangements were made for a motion picture campaign of education in fire prevention.

Thomas H. Ince, the dynamic motion picture producer, has joined the fire chiefs whole-heartedly in their work. An elaborate picture has been produced, forcefully calling attention to the many fire hazards carelessly allowed to exist in homes and factories. The film is in circulation now and is in great demand.

That this work will achieve big results is the opinion of Mr. Sam Behrendt, a prominent Los Angeles insurance man, who has become interested in the work of Mr. Ince and the fire chiefs. "My friend, Mr. Ince, is spending from $10,000 to $20,000 in this public service," said Mr. Behrendt the other day, in the office of Mayor Rolph of San Francisco. "He has already presented the associated fire chiefs with several thousand feet of film, and is going to greatly elaborate his work. He believes that proper education of the public will prevent much unnecessary loss of life and property.

"The amount of interest in this fire prevention film is astonishing. Those who see it at once recognize conditions in their own homes, factories or other buildings, and public officials in several cities are seriously at work on general schemes of education against fires whose origin is in carelessness or ignorance of simply remedied conditions."

The State Normal School at Chico has opened a Junior College department, beginning February 2nd. This will enable high school graduates throughout Northern California to obtain their first two years of college work in Chico instead of further crowding the universities. The Chico Normal also will begin the issuance of intermediate school certification of teachers in accordance with a law passed by the last Legislature. Heretofore this has been the exclusive function of the universities.

The American Red Cross Pacific Division Journal for February 1st has an excellent account of the peace program of the Junior Red Cross, as arranged by Mrs. H. A. Kluegel. The Red Cross work is now conducted in the new schools in many counties with a new interest, and certainly it is a splendid thing that the service which is so much needed in these times is being encouraged.

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HERBERT F. CLARK

LOCAL PROMOTIONS MARK LOS ANGELES' PLAN

The election to the superintendency of the city schools of Mrs. Susan M. Dorsey, the selection of Miss Helen Watson and Robert A. Lane as assistant superintendents, is a mark of distinct recognition of their valuable services to the schools in the past, and at the same time this action becomes an incentive to local people to continue in the system and aspire to larger fields of service.

Mrs. Dorsey's experience in high school work and as assistant superintendent, and her relation to State and National educational work, let her bring to the position an educational vision large enough to take in all the elements in the situation. Her unselfish devotion to the cause of education at once elicits the hearty co-operation of all the educational influences in Los Angeles. Her appointment is a tribute to that great body of women who have espoused the cause of education as their life's work.

In Miss Watson is found the sterling qualities of progressive leadership and a practical vocational scope of educational affairs that will help our schools to meet the needs of an ever growing and ever increasing complexity in modern city conditions.

The selection of Mr. Lane brings into the situation on a higher plane of action all that element of modern educational procedure coming under the term Scientific Education. The work that Mr. Lane has done already with the co-operation of teachers and principals along this line has established this phase of the work as of tremendous value to the system. His co-operation with other agencies in a national way has aided this field of work in the country at large and has proven beyond a shadow of doubt that the educative process is a scientific one and that waste in time and energy can be eliminated to a large extent by proper scientific methods.

The outlook for a period of real constructive educational work in Los Angeles is exceedingly good at the present time.

LOYALTY TO CAUSE VERSUS LOYALTY TO PERSONS

The tilt between President Wilson and Secretary of State Lansing brings into public view again the question of loyalty to persons as against loyalty to a cause. The President has carried over into his political career some of the undemocratic principles of his career as President of a great university. We find today some of our principals and superintendents extremely jealous of what are sometimes considered to be their exclusive prerogatives. Teachers sometimes wonder if they are employes of transient superintendents and boards of education, or are they employes of the people in the cause of education?

In the President's letter to Mr. Lansing, he said:

"Under our constitutional law and practice, as developed hitherto, no one but the President has the right to summon the heads of the executive departments into conference and no one but the President and the Congress has the right to ask their views or the views of any one of them on any public question."

This reminds us of a statement we heard a superintendent of schools once say to the effect, that too many teachers were talking too much to the wrong people in the wrong place. Which all may have been true, but the incident indicated an irritability not component with the dignity of such a high position of trust.

And so with our President, it seems as though the very necessities of the case ought to have impelled him to take on a more liberal view and accept with satisfactio nthe assistance of a Secretary of State whose interest for his country overshadowed his personal friendship and loyalty for his superior officer.

It is one of the functions of leadership to develop within the body of coworkers future leaders, and this can't be done in an atmosphere of subserviency and fear. The most tactful leader is the one who knows how to lose himself in the background, as it were, and get his subordinates to do their work happily, efficiently, whether he be President, superintendent, principal or teacher, and this great art is one our President has not yet learned, as also a good many of our school people.

The chiefest function of a democracy is to raise the average intelligence and social ability of its constituents, and this can only be done by extending responsibility out into the field of action.

President Wilson has been a great President. School people should be proud that their profession has been so honored by these tokens. At the same time one cannot help regret that he has undertaken so much that his health has failed him; that he has not seen that out in this great people there are thousands of potential Presidents, and that his restricted views of real democracy have kept him from utilizing the best material the nation affords in the tremendous tasks that have fallen to him.

THE PARTING OF THE WAYS

By Dr. Albert H. Conkling
Professor of English Literature, Arts and Sciences of New York

Education has come to its parting of the ways. By that I mean that efficient teaching is on the threshold of giving way to inefficient instruction, because, after all, men and women are human beings, and many of them cannot any longer endure the privations and hardships which they have been called upon to bear as a result of the niggardly pay they receive.

With the passing of efficiency in the schools our Nation is doomed. Highly-trained scholars cannot thrive on starved ideals, and not only are their ideals starved and warped through the crushing poverty that they daily experience, but their souls and minds grow embittered, and unconsciously and unwittingly their worth is diminished.

Radicalism is spreading by leaps and bounds. The spirit of unrest is everywhere. The calm-minded leaders of our children's destiny are finding it hard to remain calm and optimistic, pinched and starved and uncared for as they are.

It is not that they seek money for the sake of money. It is not that they are grasping and mercenary, and profit-seeking. It is the simple fact that they cannot longer live decently, let alone luxuriously, on the inadequate pittances that are paid them.

Perhaps the greatest blessing that has come to thousands of saddened lives is the present movement to interest our people in the crying need for adequate pay for teachers. Great newspapers can do more in one day to arouse this interest than any other agency in the world.

The trouble is that thousands of our rich men who would gladly help withhold their aid because they are not familiar with the facts. They simply do not know how to give and where to give.

Educators of the Nation are proud people. They suffer along in silence until the suffering becomes too bitter and then they quit. And when they quit and enter other pursuits in life, their places are filled with secondary talent that does more harm than good.

I know of hundreds of men who have studied year in and year out for ten and fifteen years at a time and who have finally attained that degree of efficiency in learning that is indispensable. And I have seen these men invited to take up their duties in some school as head instructor at a salary totaling less than $500 a year. Think of it, less than $10 a week!

Come, you men with millions, endow our centers of learning, encourage and inspire our great men and women who are seeking earnestly to perfect your boys and girls into useful and true citizens, by making their salary equal to that of their great worth.

THE CITY SUPERINTENDENT OF LOS ANGELES

By J. B. Monlux

Mrs. Susan M. Dorsey, who was recently elected superintendent of the Los Angeles city schools, enjoys the rare distinction of being the only woman superintendent of any metropolitan city in the country, if not indeed of the whole world.

Mrs. Dorsey has had rich and ample experience as a teacher, as her work has ranged from college teaching through the high schools, where she had seventeen years' experience as teacher and vice-principal in one of our largest high schools, on down through the elementary and kindergarten grades, where as one of the city superintendents she kept in the closest possible touch with the work, development and progress of the grades.

Her assistance especially in preparing courses of study has been invaluable. She has, while assistant superintendent, kept in the closest touch with all movements for the betterment of the condition of teachers and for the advancement of the cause of education in our midst, being at all times concerned about the welfare of the children.

In the opinion of the citizens generally, of the teachers and her co-workers in the office, the Board of Education made a very wise choice in selecting her for superintendent. There is absolute confidence on the part of all concerned that the city schools of Los Angeles will be well and wisely managed during the next four years.

A Complete Juvenile Library

It was written by James Baldwin, who is without a peer as an entertaining and instructive writer of true literary power for children. Baldwin is no mere compiler. He is a real artist with special skill in adapting folk lore, folk literary treasures and folk history for the uses of children. Above all, with a subtle touch, he makes his child literature unconsciously uplifting. Read his Arthurian legends, for example, in "Stories of the King," if you want to see how well the spirit of ideal manhood may be brought home to youth. For the private juvenile library, as for the juvenile department of the public city or town library and the county library, no list of books can surpass these:—

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4. The aim to secure for all a common opportunity of self-development.

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THE SUPERINTENDENT

Who is held responsible for the success or failure of a public school system?

Who must have a clear understanding of the work of the schools and of all the forces which must be utilized in order that the schools may render the largest possible service?

Who must win and keep the respect and confidence of the community and the loyal support of the Board of Education?

Who must furnish inspiration and guidance to the teaching force, make teaching conditions as favorable as possible, and maintain a spirit of professional service?

In short, to whom must the people, the board of education and the teachers look for expert advice and professional leadership?

To all these questions there can be but one answer—the Superintendent.

To accomplish any great purpose in society there must be organized effort under competent leaders. Sympathetic co-operation and a due regard for the rights and welfare of all engaged in the undertaking are important elements of success, but organization must be maintained and responsible leadership acknowledged.

Notwithstanding the efforts of those who would separate the teaching profession into warring factions and bring discord where harmony and co-operation are essential, all professionally minded teachers will continue to recognize the necessity of an organized system under the leadership of a competent superintendent whom they will loyally support in his efforts to make the schools offer the largest contribution to the welfare of the children and the State.

HUGH S. MAGILL.

A history professor at one of the leading universities recently met one of his old students just returned from France and inquired from him if he had learned any particular lesson from the war.

"I have found," replied the student, "that it is a great deal easier studying history than it is making it."

WESTERN SCHOOL NOTES

Sue L. Frates, of the Oakland schools, has become field secretary of the N. E. A. She is looking for a big attendance at the Salt Lake meeting in July.

Mrs. F. E. Raymond, the Pacific Coast representative of the Gregg Publishing Company, is one of the principal speakers at the Inland Empire Association in March. She has also arranged for a fine exhibition at the National Business Show at the Auditorium next month.

Sedley Peck, of the San Mateo High School, has taken a six-months' leave to engage in special work for the Government.

Mrs. May L. Cheney of the University of California, the appointment secretary, has been appointed assistant secretary of the State Board of Education in charge of certification of teachers. Miss Sophie Levy, who has had charge of the work, has resigned.

The San Francisco Teachers' Association has asked for a substantial raise in salaries. San Francisco led for many years in the payment of higher salaries than any other Coast city. It is now outclassed by Portland, Seattle, Oakland and Los Angeles. The teachers have a just demand for either higher salary or lower cost of living. The teachers in our public schools should not be the ones to get the worst of our present financial condition.

The American Humane Association of Albany, New York, offers $225 in cash to grammar and high school pupils for the best animal humane posters. Write to the above address for full particulars.

C. L. Biedenbach of Berkeley has just issued a fine bulletin on the real life of the institution. It is a very interesting document. Write to him for a copy.

THE DEATH OF HON. J. W. ANDERSON

Ex-State Superintendent of Public Instruction

Funeral services for James W. Anderson, former State Superintendent of Schools of California, who died at his home in Oakland on February 15, were held February 17 from Masonic Temple, Van Ness avenue and Oak street, San Francisco, under the auspices of Pacific Lodge, No. 136, F. and A. M.

He was 88 years old and for several years was superintendent of schools in San Francisco and a former principal of the Spring Valley school. Besides being active as an educator of the State, he was well known in fraternal circles, having held many offices in the Masonic order. He was a member of Islam Temple, Nobles of the Mystic Shrine. Formerly he was grand lecturer of the Masonic Grand Lodge.

Mr. Anderson, during his term as State Superintendent of Schools, rendered hundreds of decisions on school questions, and taught economy and thrift. He himself saved money and invested wisely until he secured a substantial income. He was a fine type of man, of great integrity of mind and character.

Frank Morton, formerly of the Lowell High School, and W. M. Mackaye, formerly of the High School at Fairfield, are teaching in a boys' school in San Francisco, California.

Harr Wagner will write for the March issue "On Wheels," which will be a personal narrative of men and measures of the N. E. A. at Cleveland and incidents of the trip.

Mrs. Mary George, for several years preceptress of the State Normal School, has resigned and will leave shortly for extended travel abroad, particularly in Switzerland. Mrs. George will be succeeded by Miss Mary Helen Post, who returned to the faculty a few weeks ago after a year of service with the Y. M. C. A. abroad. Mrs. George was formerly principal of the State Normal Training School and is widely known throughout the state as an educator.

Increase in the Chico school district enrollment this year over last year at the same period is 485, according to compilations completed recently. The total enrollment in local schools at the present time is 2306, while last year at this time the figures reached but 1773. Superintendent C. H. Camper is conducting a fine system of schools. It was largely through his efforts that seventy-two acres of the Bidwell ranch were purchased for high school grounds. This will give Chico the finest and most adaptable high school grounds in California or any other state.

D. C. Heath & Co., G. H. Chilcote Pacific Coast manager, has recently added to its staff of representatives F. E. Howard. Mr. Howard is a graduate of the University of California and has had wide experience as a schoolmaster. He has been principal at Porterville, Bishop, Antioch and Elko, Nevada. Mr. Howard has an agreeable personality, energy and good common sense, which is the prerequisite of all bookmen.

TEACHER'S CERTIFICATE SUSPENDED FOR YEAR

The teacher's certificate of Mrs. Hortense Brown was suspended for one year by the Butte County Board of Education at its meeting in Oroville February 7, after a heated hearing on the charge that she broke her contract while teaching at Gridley, and attempted to get a position in Stockton. Her defense was that she left because her husband was ill at Lodi.

BOOK REVIEWS

A recent book before the public is **"Number by Development,"** Vol. 2, a method of number instruction for intermediate grades, by John C. Gray, A.M., Superintendent of Schools, Chicopee, Mass. Published by J. B. Lippincott Co., Philadelphia, Pa.

Its main objective is to put before both teacher and supervisor a guide of evolutionary development in common fractions and denominate numbers for class work, that will be so gradual during its unfoldment in the subject of instruction as to be readily grasped by the pupil. It aims to create orderly mental habits, quick reasoning power and clear imagery. One cannot find a better working outline, as this volume takes up the subject successively step by step. Treated fully in the objective, the pupil is given the opportunity to construct and note the gradual changes in quantity that the numbers represent.

"Number by Development," Vol. 3, by John C. Gray, A.M., Superintendent of Schools, Chicopee, Mass., published by J. B. Lippincott Co., Philadelphia, Pa., is a method of number instruction in book form of much worth to grammar grades.

Teaching steps in decimal fractions, percentage, interest and its applications and average, is put forth in this volume in detailed outline. The subject is treated largely in the objective, as in the preceding volume. However, being to a greater extent informational, these subjects cannot be taught in the constructive language as other number expressions. The development plan is used, the material of instruction being taken up in natural order. The teacher will find that the author has done his best to give in full the possibilities of instruction that this subject has to offer

"It Might Have Been Worse"—A Motor Trip from Coast to Coast. By Beatrice Larned Massey. Published by the Harr Wagner Publishing Company, 1111 Hearst Building, Third and Market streets, San Francisco, Calif. Price $1.75.

Here is a volume that will give the motorist, who has lacked the courage, an inspiration to try the open road on an enthusiastic trans-continental trip. Especially valuable to one contemplating such a journey. It is replete with practical suggestions, spiced with humorous situations, indicating the optimistic spirit in which the many vicissitudes of the trip were met. Not a narrative of dry-as-dust facts, but the author's experiences told in a frank and forceful manner.

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"Danger Signals for Teachers" is a recent book by Dr. A. E. Winship, LL.D., Editor of "Journal of Education." Published by Forbes & Co., Chicago, Illinois. Price, $1.25 net.

This volume, because of its timeliness, its inspirational values in regard to new conditions which have arisen in the profession of teaching, will be found by teachers as well as others interested in educational problems, to contain an entirely new line of advice and counsel. Its brilliant author hopes to warn those it is intended for of the many dangers ahead on the rocky road of their professional endeavor. The book is a significant danger signal for all teachers needing inspiration rather than irritation; leadership rather than authoritative direction.

A new publication, the elements of "Non-Euclidian Geometry," by D. M. Y. Sommerville, M.A., D.Sc., Professor of Mathematics, Victoria University College, Wellington, New Zealand. Published by the Open Court Publishing Co.

This book is an elaborated extension of a course of lectures on Non-Euclidian Geometry delivered by the author at the Colloquium under the auspices of the Edinburgh Mathematical Society. It is for all teachers and students a stimulating text on this now well recognized branch of mathematics. A lucid explanation of the bearing of Non-Euclidian Geometry on Euclidian Geomery.

"The Voices," A Novel for the Presidential Campaign of 1920. By Mrs. I. Lowenberg, author of "The Irresistible Current" and "A Nation's Crime." Published by Harr Wagner Publishing Company, 1111-1112 Hearst Building, San Francisco, Calif. Price $1.50.

A book for the millions; a story of our present political and industrial conflicts, made beautiful in the telling by the remarkable simplicity of the author's style. The heroine, Joan Lynn, is the girl born with a mission. She becomes a powerful leader in political and industrial affairs; a great factor in the troubles between capital and labor, by allowing herself to be guided by the subtle "voices" from within. A wholesome, purposeful book filled with gripping ideas as well as an unusual romance and interesting love episodes.

"The Light"—An educational pageant prepared for presentation at the Cleveland Convention of the National Education Association, February, 1920. By Catherine T. Bryce, Assistant Superintendent of Schools, Cleveland, Ohio. Published by The Atlantic Monthly Press, Boston, Mass.

This inspiring work begins with a prologue giving one a vision of the need of education in "Any City." Each successive act is a glimmer of this truth intensified. After eleven glimmers, or acts, of what is really a play presented in a most interesting and unique manner, the full meaning of the glimmers for education for children comes to light. "Any City's" eyes are unsealed. The steady gleam reveals to him the necessity of education, and a training for democracy for children, with every man and woman enlisted to back the new ideals of the once sleeping "Any City."

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Manuscript or sample book of the above should be submitted to the Secretary of the Board, at his office in Room 707, Forum Building, Sacramento, on or before March 15, 1920.
Bids for the sale of such rights, inclosed in a separate sealed envelope addressed to the Secretary of the Board, itemized according to specifications, and marked "Bids for supplementary textbook in California history," may be submitted on or before the hour of 4 o'clock p. m. of March 15, 1920.
Specifications giving rules and particulars concerning this matter may be had upon application to the Secretary of the State Board of Education at Sacramento.
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"That is not the way to speak, my son. You should say 'very nicely.'"

"But, say, pop, this isn't a girl's school I go to!"

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The teacher had ordered the class to draw a picture of a mule and cart. In giving personal help, she came to one young-ster who had drawn the picture of the mule very carefully.

"Well, Tommy," she said, "why don't you finish your picture?"

"Oh, I guess that mule can draw the cart himself."

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Office of
Board of Education

Cleveland, February 9, 1920.

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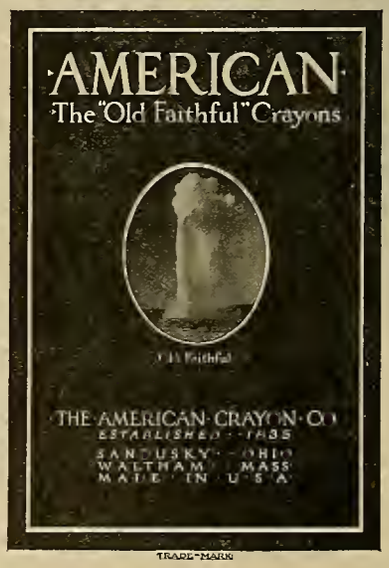

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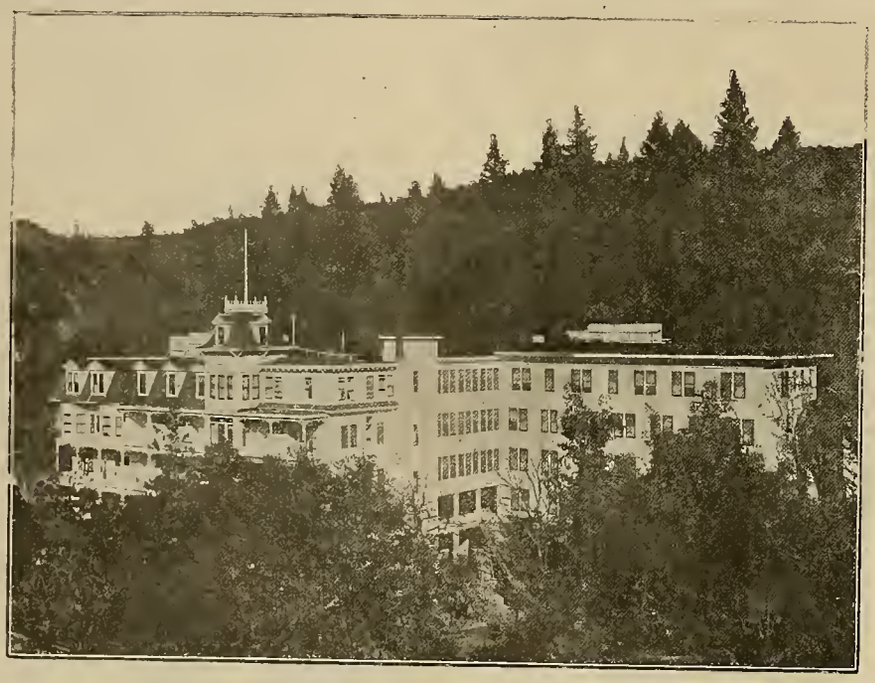

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Vol. XXVI, No. 23 SAN FRANCISCO, MARCH, 1920 Price, 15 cts.

MEETINGS

Bay Section the California Teachers' Association; H. B. Wilson, President, Berkeley, Cal.; W. L. Glascock, Sec-

Northern California Teachers' Association, Ella McCleary, President, Sacramento, Cal.; Mrs. Minnie O'Neil, Secretary.

Central California Teachers' Association, Jerome O. Cross, Fresno, Cal., President.

Southern California Teachers' Association, Dr. E. C. Moore, President, Los Angeles; Dr. A. E. Wilson, Secretary, Los Angeles.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs. Margaret Burke, President, San Francisco, Cal.; Elsie Northrup, Secretary, San Mateo, Cal.

Central Coast Section the California Teachers' Association; R. B. Leland, San Jose, President; G. A. Bond, Santa Cruz, Secretary.

California Education Officers, Sacramento, Cal., Hon. Will C. Wood, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Albert C. Olney, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Stanley B. Wilson, Mrs. Agnes Ray, George W. Stone, Mr. Lester J. Hinsdale, Sacramento; Elizabeth R. Phillips, Porterville.

The Western Journal of Education

HARR WAGNER, Managing Editor.
OFFICIAL DEPARTMENT — Official News and Articles furnished by Will C. Wood and other members of the State Department of Education.
ALICE ROSE POWER, School Director, City and County of San Francisco, San Francisco, Associate Editor.

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ON WHEELS

By Harr Wagner

Personal Observations from a Car Window, with Incidental Remarks of the Superintendents' Convention of the N. E. A. and a Three-Minute View of the Senate of the United States in Session, Etc.—Especially Etc.

The ride from San Francisco to the summit of the Sierras on the Pacific Limited, or any other train, in February, is a continuous delight. The cattle, hogs, sheep and horses grazing with heads seldom uplifted from the luscious grass are a picture of fatness and large content. The orchards in the foothills are in bloom—pink, white and variegated colors. It is with a sigh of regret that I leave California the beautiful, California the wonderful, California the resourceful, behind and cross the "Desert sands shod with steel" to the land of snowdrifts, silos and nude and denuded trees. I notice in passing that the saloon in the frontier towns of the far Middle West has given place to the garage; and that the depot lounger, or loafer, has disappeared along with the peripatetic temperance orator. Their occupation is gone.

At Chicago I dropped in to the convention on Vocational Education. It was presided over by Dr. David S. Snedden, formerly of Stanford, and who at one time was a pupil of Agnes E. Howe in Ventura County, and whose wife, Genevra Sission Snedden, wrote one of California's best sellers in "Docas," the Indian Boy. Dr. E. R. Snyder was one of the speakers and big men of this convention.

In the lobby of the La Salle Hotel was Hon. Will C. Wood, who had just arrived from Cedar Rapids, Iowa, where he was the principal speaker at a big teachers' convention. Whether at Cedar Rapids, Chicago or Cleveland, Will C. Wood measured up to, and then some, with the great educational leaders of the nation. A. C. Olney, commissioner of secondary schools; J. B. Lilliard, A. H. Chamberlain and L. Van Nostrand, of Milton Bradley, were also a part of California's delegation at the La Salle.

I made a hurried trip to Springfield, Ohio, and Wittenberg College, where I greeted a number of my classmates and Prof. B. F. Prince, who taught me thirty-nine years ago the appreciation of baby Anglo-Saxon words. The memories of youth are real treasures, and the campus of your college and mine has a lure that is well seasoned by the years. It was with some degree of natural pride that I heard my brother, who was my classmate in the college, pronounce the prayer at the assembly of the fine body of students, and that I delivered an address on "The Literature of the West." The richest heritage of youth is not the academic knowledge, but the college or university spirit bequeathed by a faculty of men. Fortunate indeed is the man who can look back upon his college career and say of his professors, "There were giants in those days."

On March 24 I was at Cleveland and prepared to meet and hear the men and measures of the N. E. A. convention. The lobbies of Hotel Cleveland, Hotel Statler and the Winton were crowded with school administrators from all parts of the United States. There was, however, a noticeable absence of women. From the Pacific States, Superintendent Susan Dorsey of Los Angeles and Josephine Corliss Preston of Olympia were about the only feminists represented. Among the men who were there whose names are familiar to our readers was Dr. A. E. Winship, editor, orator and author. Superintendent A. Roncovieri and myself listened to his clear-cut, ringing sentences as we sat in the top gallery of the Masonic Temple at one of the evening sessions. Winship spoke with unusual power and effectiveness on "Fifty Years of Education." Angelo Patri of New York spoke on the same evening from the same platform. His speech had the freshness of the outdoors, and the comparison means something, as the freshness was below zero in Cleveland the night he spoke. Roncovieri, with his special blend of California and Southern European blood, became so enthusiastic over Patri that he rushed to the platform at the close of his speech and secured a promise from Patri to bring his message at some future date to San Francisco teachers. Superintendent Fred Hunter, who is as handsome and almost as tall as Superintendent Withers of St. Louis, made a fine, aggressive speech on democratic principles in administrative matters concerning the schools. Superintendent H. B. Wilson of Berkeley, in his talks, conversation and greetings, radiated kindly fellowship, and always the viewpoint and the personality of the scholar. Arthur Chamberlain, editor of the Sierra Educational News, made an important report on "Thrift." Superintendent C. C. Hughes was given the honor of acting chairman of the committee on resolutions. The State office was ably represented by Will C. Wood, who was chairman of the section devoted to the state superintendents, and who had a great program; by A. C. Olney, who as the head of secondary schools was called upon frequently for addresses and for suggestions; by J. B. Lilliard, on agricultural subjects, and by Dr. E. R. Snyder, who has become a national figure in vocational education. C. E. Rugh represented the University of California. C. M. Osenbaugh of Chico and President Phelps of Santa Barbara represented the state normal schools. C. H. Camper, city superintendent of Chico, was interested in many of the activities of the meeting.

Among the notable men at the Cleveland meeting who were formerly located in California were: J. H. Francis, C. H. Keyes, A. C. Shiels and A. M. Croop, now superintendent of schools of Newark, New York, who from the principalship of the Half Moon high school has in a few years attained and is making good in a very important educational position.

The following are the striking features of the Cleveland meeting:

1. In every section, department or other group meeting there was a very definite attempt to outline Programs of Practice instead of merely to discuss educational theory.

2. Throughout the entire meeting there was a very definite recognition of the community and nation-wide need to increase teachers' salaries and to improve teachers professionally, not from the standpoint of teachers merely, but from the standpoint of a democracy which must rely on education to train its citizenship.

3. A very definite and clear-cut recognition of the need for a Federal department of education and for Federal appropriation as provided in the Smith-Towner Bill.

4. The definite recognition of the need for a complete program of physical and

health education and well-being as inclusive of the best that is implied in military training and personal and community hygiene and sanitation.

5. A distinctive tendency to support a permanent nation-wide program of Americanization under the direction of trained educators instead of politicians.

6. A definite recognition of the immediate need for greater democracy in school management, for wise teacher participation in school government, and for a democratic reorganization of the department itself.

7. The very definite recognition of the educational value of out-of-school organizations, such as the Boy Scouts, the Girl Scouts, Campfire Girls, Junior Red Cross, National Geographic Society, Community Center organizations, and the School Garden Association.

8. A definite recognition of the educational value of all forms of visual education, including objects, slides, laboratory experiments, and moving-picture films.

9. A general recognition of the need to refine greatly our present available tests in subject matter and in intelligence, with a growing appreciation of the educational value of the plan underlying the army trade and intelligence tests.

10. The growing recognition of the necessity for a nation-wide organization of teachers on a professional basis.

I was, of course, greatly interested in the publishers' section of the N. E. A. J. R. McDonald, of Little, Brown & Company, Boston, was the president, and Mr. Nelson, of Macmillan Company, was the secretary. H. R. Hagar, of the Gregg Publishing Company; W. G. Hartranft and Mr. Stevenson, of Silver, Burdett & Company; Mr. Pulsifer, of D. C. Heath & Company; Mr. Appleton, of D. Appleton & Company; Mr. Cheney, of Chas. Scribner & Sons; Mr. Taber and Mr. Bacon, of J. B. Lippincott & Company; Mr. E. S. Smith of Educational Publishing Company; Horace G. White, of P. Blakiston's Son & Company, Fred T. Moore and T. Morehouse were among those present.

The annual dinner at the Hotel Cleveland was, so far as the speeches are concerned, the wittiest, most appropriate and most enjoyable banquet of the kind I ever attended. Mr. Edgar Chamberlin's speech on "Why Are We Here?" is printed in this issue in full. The address of Haviland Stevenson on the benefits to be derived from a national publishers' co-operative association, was a masterpiece of logic, eloquence and well-poised presentation. Like a great epic, the theme, the time, the place, were in unison. The vocal solos by Fred T. Moore, accompanied by Teddy Morehouse, gave the dinner a distinct California flavor.

The publishers made a definite impression upon me as a body of business men, who realized that the art of writing a textbook, the skill of manufacturing it, and the genius of marketing it, required the highest quality of business integrity. The army of teachers in the United States, without good texts, would be just as helpless as soldiers without equipment.

E. Morris Cox and Arthur H. Chamberlain arranged for the Californians to have dinner together at the Allendorf Restaurant. The place was formerly a saloon and restaurant, and we entered at the side door. It had a real San Francisco atmosphere, with the exception of the snow drifts in front. Seated at the round table—it was oblong—were Jeremiah Rhodes, formerly superintendent of Pasadena; C. E. Rugh, Will C. Wood, A. H. Chamberlain, Mr. Dixon of Oakland, Mr. and Mrs. J. H. Francis, Mr. and Mrs. C. H. Keyes, C. C. Hughes, W. G. Hartranft, H. B. Wilson, E. R. Snyder, J. B. Lilliard, Susan M. Dorsey, Miss Cook (editor Social Progress), Miss Streeter, Fred M. Hunter, A. Roncovieri, and myself. These California dinners are to be an annual feature.

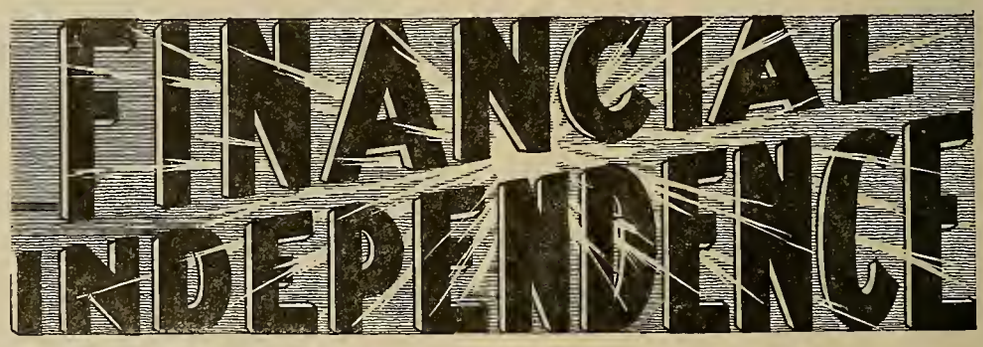
It was Zangwill who said, "To see an engine run across the stage makes a greater impression than to see one on a regular track." The same principle prevails in reference to meeting Californians away from their local environment. The further some people get from their swivel chair officialdom, the more delightful their personality becomes.

It would require twenty reporters and forty appetites to attend all section meetings and all the dinners at a convention like the N. E. A.

It was difficult to get in touch with your friends. I chased all over the city and failed to find Carrol G. Pearse, the editor of the American School, and who since the Californians selected him for president in 1912, has been one of the governing forces of the N. E. A.

I was much interested in the exhibits of school material. It was a fine exhibit, but the location of it in a garage, not central, was a serious mistake, and the attendance was very poor. The educational department of the International Harvester Company, under P. G. Holden, was of great interest. Milton Bradley Company, the Educational Publishing Company by E. S. Smith, the Chicago Manager, the Gregg Publishing Company, the Prang Company, the Moulthrop Desk Company, the teachers' agencies, the motion pictures, the map men, were all there. The World Book Company, Caspar W. Hodgson, president and manager, deserves the grand medal. He had twelve men on the ground, and had two large exhibits. The one in the Hotel Cleveland was unusually attractive, in charge of men like Professor Richie, author of the physiologies used in California. The Hodgson exhibit stressed the educational tests.

I took the one a. m. train from Cleveland—nearly everybody who takes a ten-hour journey in the East travels at night—for my fatherland, among the Pennsylvania Germans, where I began my educational career as a rural school teacher at thirty dollars per month; paid $2.00 per week for board and washing; had sixty pupils enrolled, five-month term; trudged three miles after school, often through snowbanks, to recite Latin and Greek to a tutor, which benefited my health, at least. The Pennsylvania Germans are now, as always,



Does not depend upon opportunity or intellectual brilliancy of any kind, because it is well known that uneducated people often acquire great wealth, while cultured and talented people remain in poverty.

Again, it does not depend upon capital, because many men with large capital lose it, while others with no capital acquire phenomenal wealth.

Nor does it depend upon getting into any particular business. Men secure independence in every business, while others in the same business remain in want.

Whatever finds a place in human experience is the result of the thinking process, and the determining factors are therefore within your own control.

This may seem "too good to be true," but if you will consider that by the touch of a button or the turn of a lever science has placed almost infinite resources at the disposal of man, it becomes evident that there may be still other laws not generally known which contain even greater possibilities.

"The Master Key" is a key with which many are converting loss into gain, fear into courage, despair into joy, hope into fruition; a key with which many are finding health, self-reliance, power; the key which thrills, fascinates, carries conviction, understanding, perception, inspiration; a key which is changing the lives of thousands, and may have an almost unbelievable influence upon your life.

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CHARLES F HAANEL

Howard bldg, 231 **St Louis, Mo**

THIS ADVERTISEMENT Contains a message of such transcendental importance that every reader of The Western Journal of EDUCATION will receive real financial (& other) benefits thru sending a postal-card for this booklet.—Chauncey M'Govern.

prosperous and meet the high cost of living in the winter months by getting most of their food from their cellars. I placed leaves—the perfumed leaves of a California flower—on the snow-covered graves of my parents. And as I turned away tired from the lure of this beautiful, beautiful world, wondered what ego, what environment, what strange, mystical incentive came from the two gentle souls sleeping there to send their sons and daughters over the earth, when their contented lives visioned the hearthstone of Kishicoquillas Valley.—If I were a boy again! But as Benjamin F. Taylor, who wrote the original "On Wheels," used to say, "Switch off."

At Philadelphia I saw Independence Hall and the home of the P. Blakiston's Son and Company. This firm has a fine plant and is not equalled in the country for integrity of merit, integrity of method, and integrity of standards. The firm specializes on science books. It was established in 1843. Mr. Horace G. White, the sales manager, has entered the high school field with Tower, Smith & Turton, Cope, edition of Physics, Gagers' Botany, a large number of science books.

In New York I took a side glance at the Pennsylvania Depot, the Pennsylvania Hotel, Broadway, the Hiram Johnson for President Headquarters, and had lunch with Mr. Hagar, Mr. So Relle, Mr. Renshaw and Mr. Pelo of the Gregg Publishing Company. These men are authors as well as publishers, and three more genial, live, wide-awake and progressive men are not to be found anywhere. They are big enough to run a publishing house, build a city, form a peace treaty, or conduct a presidential campaign.

At one a. m. I was on my way to Washington. I happened to be there the day Senator Lodge spoke on President Wilson's last communication on the League of Nations. The galleries were full, but the Senate chamber was nearly empty. I met Senator Phelan in the lobby, and he immediately inquired for Mrs. Mighels and asked about the success of Literary California. The Senator has the charming diplomacy and ability to talk about the things that you are interested in, and art and literature are a large part of his joy of living.

At midnight again I was on my way to Chicago, where I called on Marcus Berstein, of the Western Educational Advertising Company, 81 East Madison street. He conducts a large business and specializes on advertisements for educational journals. It would be an excellent business arrangement if textbook publishers would place all their publicity in the hands of a reliable agency like Mr. Berstein's. He has surveyed the entire field and is a real expert.

Chicago is the headquarters of the Prang Company, now conducted by E. O. Grover. Louis Prang began in 1856. He made the first chromo, the first Christmas cards and first valentines, and stood for better art in the public schools. Mr. Grover is a worthy successor of the original Prang Company, and Prang products under his direction will be of service to the teachers.

Then an interview with E. S. Smith of the Educational Publishing Company, who was formerly the company's representative in California, and one of the most popular bookmen ever on the coast. He has built up a large business in his territory.

I could not leave Chicago without swapping stories with J. C. Dockrill, assistant manager of the American Book Company, whose personality, experience and interests are measured by large success.

My next visit was to Ginn & Company, or rather to O. J. Laylander, of whom Selden C. Smith has always reported as the most successful bookman in the business. I did not find a bookman at all, but a poet and philosopher. His "Across the Years" and "At Sixty-two" have a felicity of expression that is rare indeed.

"At sixty-two my skies are blue,
The softened sun hangs in the West,
And mellow light, sister of night,
Proclaims the waiting, certain rest.

The skies are blue when friends are true,
When children's children sing your praise;
And at your feet lay memories sweet,
Replicas of your youthful days.

At sixty-two my skies are blue;
You helped to make them so, my friend.
May you in kind, your own skies find
Serene and cloudless to the end."

After the day's interviews I took the night train for California. After four weeks of snow, ice, blizzard—a continuous climate—I approached California with at least some degree of climatic joy, and called again to mind the lines of Carrie Stevens Walter:

"Across the San Joaquin's broad reach
Of vines and waving wheat,
The old Sierras toss their gold
At fair Los Angeles' feet.

Soft sighs of pine and orange groves,
Woo sea winds from the West,
And over all a spirit broods
Of romance and unrest."

An Extraordinary Projectile

A child's struggles with the intricate facts of history are sometimes almost as serious a matter to him as the battles of which he reads. The results, however, are not always without humor, as a story in Everybody's Magazine shows.

A small boy handed in the following in an examination paper in United States history: "General Braddock was killed in the Revolutionary War. He had three horses shot under him, and a fourth went through his clothes."

McMURRYOSOPHY

"Few and quiet signals are indicative of strength in discipline. Be not noisy and demonstrative in securing order."

"Be deliberate and self-controlled in all matters of discipline. Keep down excitement and anger."

"Good discipline is consistent and steady, not variable and inconstant."

"Deal promptly with individuals for any plain disorder so that the infection of disorder may not spread."

"Make a point of controlling the school or the class through your own influence and authority. Take advice from the principal, but use self-reliance in room control."

"Keeping children steadily and profitably occupied with school work is the chief means of obtaining good order. Push the work vigorously and many disorders will disappear."

"The best discipline is that which is so quiet and natural that it becomes invisible. The teacher's authority is swallowed up and disappears in the proper school activities."

"Scolding the school is a bad habit to fall into. Avoid censuring a child in the class before the school. In general reprove privately and make the reproof effective."

"The skillful management of children is a social art based (1) upon the insight into one's own feelings and volitional attitudes, and (2) upon the individual and social impulses that reveal themselves in the life and actions of children. In other words, one must understand himself and appreciate the children."

"Government necessarily means control, and more or less conflict of wills. How to adjust the will of the teacher to the will of the child and to the combined social will is the ticklish problem."

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WHAT ARE WE HERE FOR?

A Toast Delivered at the Annual Dinner of Educational Publishers, N. E. A., February 25, 1920

By E. C. Chamberlin
General Agent, Allyn and Bacon

(This is the best speech I ever heard on bookmen, bookusers and publishers.—Ed. H. W.)

I was very sorry to learn yesterday that Mr. Rosser was not to be with us this evening; chiefly because I miss him with his spontaneous wit—as I know you do—but selfishly because Mr. McDonald informed me that he was depending on me to take his place this evening. But as I sat here reading the program of toasts, I realized that I had great reason to be thankful for at least one thing—and that was that I was not preceded tonight by John Rosser with that topic "What Next?"

Our toastmaster was careful to impress upon me yesterday the virtue of brevity in an after-dinner talk. In fact, he intimated that he expected that to be the outstanding feature of my speech. He reminded me that the real speakers of the evening were to follow me and gave me to understand that my rambling remarks would bear about the same relation to the remaining toasts that a thin consomme bears to a hearty dinner. I was struck by the similarity between my position and that of the Wisconsin mayor who was called upon to introduce Senator Spooner on one occasion. The entertainment committee, knowing the mayor's weakness for delivering interminable harangues, made it clear to him that he was under no circumstances to use more words than were necessary to introduce the real speaker of the evening. For once the mayor took the advice to heart, and when he rose to introduce their honored guest achieved the following: "Ladies and Gentlemen, I haf been asked by der committee to introduce to you Senator Spooner who vill make to you a liddle speech. I haf did it; he vill do it.". An adaptation of this masterly introduction to the present occasion is about all that is expected of me, and so I am really through. But as is the custom on such occasions as this, I shall proceed to a few remarks even though I have finished my speech.

The opportunities for a textbook agent to practice public speaking are not so numerous as they were fifteen years ago when almost every school had a daily assembly. In those days bookmen — especially the younger ones—cheered the drooping spirits of student-body after student-body with reminiscences of a successful career. I have at times suspected the relation of cause and effect between the increase of agents with inspiring messages for struggling pupils and the latter-day decline of the school assembly. As I have grown in experience I have been less inclined to take advantage of the few opportunities that present themselves; and so my literary efforts for more than a decade have been confined almost wholly to the light essay and fiction—field reports and expense accounts. For that reason I have grown somewhat more facile with my pen and considerably less ready with my tongue.

Even at that I should probably have been contented to make a few more or less connected remarks without encumbering notes if the topic that was suggested to me—"What Are We Here For?"—had not indicated that I was expected to furnish a text for this occasion. It is the height of presumption for a mere agent to tell a body of educational publishers what they are here for. I should have refused the responsibility altogether if I had not haply recalled the negro minister's definition of a text as a "p'int to ramble from." I modestly suggest, therefore, that we are here to get together. I can think of no text from which representatives of educational publishers will ramble more widely.

Ever since I heard Mr. Wheeler tell a story which was almost in the nature of a parable, I have hoped that it might be possible, however, for us to realize our community of interests. Mr. Wheeler tells of a friend who, during a visit to one of the Illinois insane asylums, saw a rather small man in charge of a herd of a dozen patients. The visitor, somewhat astonished, touched the attendant on the shoulder and whispered, "Aren't you afraid those twelve big brutes will get their heads together and make an end of you?" The little fellow turned with a snort of contempt. "You fool," he blurted, "if they could get their heads together they wouldn't be in here!

There is no immediate nor remote danger of publishers getting together in restraint of trade. The publishing of textbooks does not lend itself to monopoly. There is no formula nor set of formulae for the manufacture of successful textbooks and there is no way to corner the brain market. Constantly changing social conditions, varying with states and even with cities and individual schools, the progress of the teaching profession, the advancement of science; in short, the ever-changing world makes standardization in the field of textbooks impossible. Without control of the sources of supply and without standardization, monopoly is impossible. There need be no fear, then, on the part of outsiders if publishers talk of getting together in restraint of stupid waste that competition sometimes entails.

It would be most unbecoming in me to consume your time and exhaust your patience with a discussion of purely executive problems that are of common interest. I have nothing of interest or value to contribute on administrative subjects. If I had, I should probably follow the canny example of others and talk about something else.

It is from the agent's point of view that I want to say a few words about getting together. The publishing of textbooks is not a trade; it is a profession. The intellectual equipment that is a prerequisite for entering the work and the constant study necessary to keep abreast of progress entitle publishers to rank as professional men. If that were not enough, I might call attention to the fact that in the vulgar respect of earnings, educational publishers have quit the sordid company of tradesmen.

What is true of publishers is to a large

BEACON NEWS COLUMN

Portland Makes Experiment in Democracy

Textbooks Chosen by Vote of Teachers in Grades and High Schools

Quite in accordance with the trend of the times, the teachers of Portland, Oregon, have been demanding and were given March 4th an opportunity for self-expression in the selection of all textbooks from the primer in the first grade through the senior subjects in the high school.

The ballots distributed among the primary teachers called for a vote on both *Method* and *Content* readers. *THE BEACON METHOD READERS* were "elected" by an overwhelming majority of the "first Choice" votes cast.

The new *FRYE-ATWOOD GEOGRAPHIES* also won by a large majority vote.

The arithmetic selection was most hotly contested and was close enough so that the publishers of two of the defeated books called for a recount. This recount was made the Monday following and confirmed the original count which gave Ginn and Company—publishers of the *WENTWORTH SMITH ADVANCED SCHOOL ARITHTIC*—the business. A Primary Arithmetic by Rigler, former city superintendent of schools in Portland, was retained for use in the lower grades.

Not all subjects taught in the high school were up for consideration, but the following Ginn and Company publications received a majority vote of those teaching the subjects:

Miner and Elwell: Principles of Bookkeeping.
Brigham: Commercial Geography.
Huffcut: Elements of Business Law.
Hawkes, Luby and Touton: First and Second Courses in Algebra.
Gruenberg: Elementary Biology.
Robinson and Breasted: Outlines of European History, Part One.

The Betz and Webb Geometry, Moore and Miner's Practical Business Arithmetic, and Long's English Literature, formerly in use, were not disturbed.

Following is part of an article which appeared in The Portland Oregonian of March 6th:

"Returns on the school election for choice of textbooks for the year were totaled late yesterday afternoon and 44 salesmen who have been working among the teaching staff of the city the past five weeks ended a long period of suspense.

New Method Meets Approval

"When asked if he intended to continue the new method of selecting books by vote of the teachers, Superintendent Grout declared: 'You bet I will. Even the agents predicted we would have a confused mass of opinions to handle, but now all are satisfied with the decisions and are willing to admit that they were reached fairly and squarely and there is not a weak place in the adoptions. It is also interesting to note that no book choice of the teachers was upset by the principals and that they were apparently of the same general opinion.'

"Miss Julia Spooner, one of the most active members of the Grade Teachers' Association, was one of the co-operative committee making the final count at the courthouse. 'This is going to raise the quality of teaching wonderfully,' she commented, 'as the teachers have learned the most efficient methods of handling the texts from the agents. They have taken the books home and studied them for weeks. Our sectional meeting where the volumes were discussed by the salesmen were attended beyond our wildest dreams.

"'One of the very things the teachers' unions all over the country have been demanding is a voice in the selection of materials they use. Without having such a union, through Superintendent Grout's plan we have been given this authority and I'll venture everybody is satisfied.'

"Final action on the books must be taken by the school directors at next Thursday's special meeting. The superintendents predict that they will pass favorably upon the entire list. Prices this year are considerably higher than hitherto."

GINN & COMPANY
PUBLISHERS
20 Second St., San Francisco, Calif.

extent true of publishers' agents. Success in the agency field demands the sort of equipment that underlies professional work and the constant study that characterizes the successful professional man. If the glad-handing of patrons, the sending of samples, the writing of reports, and the making of expense accounts were the chief duties of an agent, he would rank very little above the peddler. All of these duties are important, of course. No man can be successful in salesman's work unless he really enjoys meeting men. Neither can he get adequate returns from his work unless he drives himself to do the monotonous clerical tasks that enable the office to work intelligently with him. But the man who confines his attention to these obvious duties is not a bookman: he is a job-holder and he doesn't stay long.

The real bookman is not a bully. He is not the champion inter-urban debater who sets out to stage a controversy with every schoolman he meets. He is not an animated phonograph to answer all objections to his books with pat phrases coined in the home office. He is not a dummy salesman to be guided solely by swivel-chair wisdom. He is a man who knows men, who knows books, who keeps abreast of the educational world. He may be a ready talker, but he must be a sympathetic listener. He knows when to recommend his books and when not to. He knows that it is not to his own interest nor to that of his company to make a sale of the wrong book. He wants to come back. A salesman is not simply a man who can make a sale and get away; he is a man who can make a sale and come back. For that reason the bookman is as much interested in the success of the book he recommends as the schoolman himself can be. In short, the real bookman is a service man, and is so recognized by the teaching profession.

In any profession or near-profession a code of ethics is needed. Such codes are seldom formulated; they grow out of the best traditions of the profession. It is in the establishment of a code of ethics that bookmen should get together. Young men entering this field of work should know that there are certain inviolable traditions. Every man should be as jealous of the good reputation of his house as if it were his own, and should govern his conduct accordingly. If he protects the reputation of his house he protects the reputation of the business.

After fifteen years of observation and association, I have come to the conclusion that no body of men, as a whole, is better entitled to respect for public service and straightforward dealing than the school book publishers and their representatives. The majority of school book men are clean, straightforward men whose services would probably command as much or more depreciated currency in other professions or lines of business. If there are men among us who do not live up to the best traditions of our business, let that profession or business which is without such members shy the first rock at us.

Many of the weird stories of the book business that one hears from time to time are without foundation in truth or are traceable to the cannibal days of the book business. I recall an enlightening experience I had when I first began to visit one of the largest cities in the West. In looking over the list of textbooks in use there, I found that one company had a preponderance of the business. I remarked about it to a group of resident bookmen and felt oppressed by the silence that ensued. In the course of the next week, however, each of those four agents took me aside and confided to me that the resident agent of the well entrenched company owned, operated and controlled the superintendent of this particular city. They also confided to me that this same agent was walking delegate for the Amalgamated Association of Footpads, No. 4-11-44, and headed the local chapter of Swindlers and Confidence Men. As for the superintendent, they assured me that his family relations were unpleasant, that he was socially objectionable, his wife was socially impossible, and they were bringing up their children to be bandits. Aside from these few little things, they attacked the man for nothing but his lack of integrity. Somehow or other, these dismal reports did not discourage me. I am in the habit of forming independent judgments. I determined to try for business. Within three months, two of our books were recommended by the various committees and were approved by the superintendent. More than that, these books displaced texts of the agent who was supposed to be in complete control of the situation.

I had learned in those three short months that the successful bookman had been the only consistent, intelligent worker among my competitors. I also learned that the four men who had been so generous with their confidences were about as active as paralytics. They spent most of their time warming their office chairs, waiting for business to turn up, and like Spanish beggars at the doors of the cathedral, blessed those that contributed and cursed those that passed them by. Of those four men, three are no longer bookmen, and the fourth is now working. The companies that were misrepresented by those drones are now as

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well represented on the book list of that city as any other company. The superintendent is and always has been, to my knowledge, a scholar and a gentleman.

But the mischief such men as these do lives after them. It is impossible to run fast enough to overtake their lies. They reach the man on the street and he gets the impression that all bookmen are crooks and schoolmen are their accomplices. These stories in exaggerated form reach legislatures and invite repressive legislation—legislation that sometimes takes the choice of books out of the hands of conscientious schoolmen responsible to their communities and puts it in the hands of men who know little if anything of educational needs and are responsible to nobody.

If loud-mouthed beginners and some old offenders could have the emergency axe applied to their cervical vertibrae, it would help considerably; but those who take their places should know that the first article of our code provides for the peddling of nothing but the truth. I am perfectly willing that the truth should be told at all times, whether pleasant or unpleasant. Only let it be the truth. If we confine ourselves to the truth about each other, the anvil chorus will dwindle; and if we further confine our comments to only those disreputable acts that we have first-hand knowledge of, there will be times when the combined agency forces, with their protests, will make very little more disturbance than the student body of a deaf and dumb institute giving its college yell.

I have suggested, you see, but one article for our code, but I am sure it will serve admirably until our next meeting as a p'int to ramble from.

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AN IMPORTANT AND NEWSY DOCUMENT FROM HON. WILL C. WOOD

Sacramento, Cal., Feb. 28, 1920.

To County, City and District Superintendents and High School Principals:

Accident Insurance

I am in receipt of a communication from the Industrial Accident Commission of the State of California in reference to mutual insurance for school districts covering the compensation risks. Under the Employer's Liability Law, school districts are liable for injuries to their employees on account of accident, etc. The State Compensation Insurance Fund is a state-managed mutual insurance organization. It handles the business as cheaply as any other form of mutual can handle it. I, therefore, urge county superintendents to use their influence to have the school districts take out insurance coverage. This work can all be done through the county superintendents. If they wish to act, the form of application which may be obtained from the Industrial Accident Commission is very simple. All that is necessary is the filing of the application for insurance coverage in due form, stating the number of employees and their wages. Commissioner Pillsbury states that he thinks the Fund would be willing to make a special classification covering public schools, so that the loss experienced would be confined to such schools and the schools would not be made to carry any part of the burden of industries more dangerous than the operation of schools. By this means the districts would be carrying their own insurance on a strictly mutual basis.

With the consent of the several boards of school trustees, the county superintendent may make application in behalf of all the districts of the county, thus reducing the expense, which may be apportioned among the several districts according to payroll.

In view of the fact that the funds of several districts have been depleted to pay accident insurance on account of employees injured, I wish to urge county superintendents and school boards to give this matter careful consideration.

Health Supervision by Outside Agencies

A few weeks ago I received from Superintendent James B. Davidson of Marin County an inquiry concerning the work of the Red Cross nurses in the schools. In reply to his inquiry, I expressed certain opinions which I am setting forth herewith:

(1) No nurse can be employed or even permitted to do health supervision in the public schools unless she is duly certificated by the county board of education as required by law (see Section 1618a of the Political Code; also Section 1775 of the Political Code).

(2) No nurse can do school work unless the consent of the board of trustees governing the school has been obtained. I do not believe that it is necessary that the nurse be employed in the sense that she is paid by the school board. However, she must have the consent as indicated above and such consent should be in writing or should appear in the minutes of the board of trustees.

(3) Such nurse must not only be registered by the State Board of Health, but must also hold a special credential for health and development supervision issued by the State Board of Education and a health and development certificate issued by the county board of education.

(4) All nurses and all other persons who may be employed or even permitted to work in the schools in any way are subject to the school administration of the county and should, on request, report on their work to the county superintendent of schools.

Collection of Relief Funds

The following resolutions in reference to collections of relief funds were adopted by the State Board of Education at the January session:

Whereas, several requests have been made by organizations that the State Board of Education approve of the collection of money in the schools for the purpose of providing relief for the people of other lands; and

Whereas, the matter of providing such relief is one to be considered by the adult population of America rather than the children; and

Whereas, frequent appeals to the school children for relief purposes, accompanied by publicity portraying woe and wretchedness, are objectionable on account of their influence on the impressionable minds of little children, tending to cause morbid thinking; and

Whereas, protests against the collection of funds for any such purposes on the ground that such collection tends to destroy the democratic spirit of the schools have been filed with the state educational authorities; be it

Resolved, by the State Board of Education, that it does not approve of the collection of money for such purposes in the public schools, nor of publicity in connection with campaigns for such purposes, in the public schools.

Salt Lake Meeting of N. E. A.

School people of the Western States will feel honored that the N. E. A. meeting in July, 1920, will be held at Salt Lake City. The N. E. A. has come a long way toward California and we want to do our part to make the Salt Lake meeting a success. It will be a very important meeting, perhaps the most important held in recent years. Problems such as the teacher shortage, increased salaries for teachers, new teachers' organizations, etc., will undoubtedly have a place on the program. We want to have a large and representative group of school people from California. Will you urge your teachers to plan attendance at the Salt Lake meeting which will be held July 4-10, 1920?

Retirement Status of School Physicians, Nurses, Etc.

Under date of December 11, 1919, Attorney General U. S. Webb advised the State Board of Education that school physicians, nurses, dentists and attendance officers are not subject to the burdens or entitled to the benefits of the public school teachers' retirement salary fund law. No deduction should be made from the salary warrant of a school physician, nurse, dentist, or attendance officer unless the individual is engaged in teaching a part of the time. In such case, the monthly deduction should be made.

Deduction for Retirement Salary

At the January meeting of the Public School Teachers' Retirement Salary Fund Board, I was directed to inform county superintendents and others of the adoption of the following resolution:

"Resolved, That one dollar shall be deducted from the monthly salary warrant of each teacher, regularly employed, who teaches at least half a month in a district."

Will all officials handling retirement salary matters take notice of this regulation?

Change in Credentials Office

Mrs. May L. Cheney, formerly appointment secretary of the University of California, has assumed her duties as assistant secretary of the State Board of Education in charge of credentials. She will be head of the credentials department. Mrs. Cheney will be at the Sacramento office Monday to Friday, inclusive, of each week. She will hold office hours Saturday morning at 105 Boalt Hall, University of California, Berkeley, between the hours of nine and twelve o'clock.

Change in Regulations Governing Intermediate School Permits

At the January meeting of the State Board of Education, paragraph I of the regulations governing permits to teach in intermediate school courses (Bulletin 10-I) was amended by the addition of the following sentence:

"Graduates of universities and colleges, listed as such in the last report of the United States Bureau of Education, who have had seventeen months of experience in teaching and who meet all the requirements above except the requirement of five units of pedagogy, may be granted the intermediate school permit."

Change in Regulation Governing Attendance in High School

At the January meeting of the State Board of Education, paragraph b, Section II of the Rules and Regulations of the State Board of Education for the Government of the Public Schools of the State of California, found on page 365 of the 1919 edition of the School Law, was amended to read as follows:

"In day high schools the minimum school day shall consist of four full recitation or laboratory periods. Each period spent in recitation or laboratory work shall be counted as one-fourth of a day's attendance, but in no case shall a pupil be credited with more than one day's attendance during the calendar day. Unless otherwise provided by special action of the high school board, attendance of each pupil must be continuous from the hour fixed for the opening, to the time fixed for the closing, of the school day."

Bulletin on Evening Schools

I have prepared a bulletin concerning the organization of evening schools and special day and evening classes which will be sent you in the near future.

Attendance During Epidemic

Let me call attention again to the need for the filing of a complete statement of the facts concerning any epidemic of unusual duration affecting school attendance. Such statement should be filed only when the district asks my office to apply the provisions of Section 1696a of the Political Code to determine the average daily attendance of the district so affected by epidemic.

Again expressing appreciation of your fine spirit of co-operation, I am

Very cordially yours,

WILL C. WOOD,

Superintendent of Public Instruction.

THE INAUGURATION OF PRESIDENT DAVID PRESCOTT BARROWS

On March 26, President Barrows was formally inaugurated president of the University of California. The Governor, Benjamin Ide Wheeler, W. E. Creed, A. Ross Hill of the University of Missouri, were among the speakers. Dean Richardson was in charge of the arrangements of the day. Dr. Barrows delivered a masterful address on Academic Freedom.

Answering his own question, "Is a professor in a university, and, above all, in a state university, to be permitted to express himself without restraint?" Dr. Barrows said: "I am not sure that I represent the unanimous academic view, but as a practical answer I would say yes, once a man is called to be a professor."

He added, however, that this freedom of expression given to qualified professors did not necessarily mean that a university was a place where every comer may have freedom of speech. "A university,' he said, 'is not a place where any sort of doctrine may be expounded by any sort of person."

Continuing he said:

"Now we come to that special freedom to which the term 'academic freedom' is sometimes confined—freedom of teaching and of thought and utterance associated with it. This is undoubtedly the most crucial point of our inquiry, Is a professor in a university, and, above all, in a state university, to be permitted to express himself without restraint? I am not sure that I represent the unanimous academic view, but as a practical answer I would say yes, once a man is called to be a professor.

"I appreciate that there are times which are exceptional; when men neither in a university nor in civil society generally may use their privilege of speech and criticism. War is such a season. As one who has known the restraints of a soldier, I do not sympathize with the extreme liberal view that expression of view should not be limited even in war. War is a highly abnormal experience in which thousands and millions of men, at utmost danger to their lives, forego all freedom, surrender all liberty to the necessary requirements of military discipline. And this being the situation of the men who fight, some measure of restraint is justifiable over the entire nation, that the army may suffer no increased hazard.

"And there may also be other crises in a state so acute, so disturbing, so painful to large numbers, as to necessitate a temporary suppression of free utterance, but normally the rule of academic freedom holds.

"I come now to my final point. What is the place of the President in this academic community and what his responsibility to this freedom? The president of the University of California is a member of its academic senate, he is a colleague of the teaching force as well as of the regents, and according to the by-laws of the University he is the normal avenue of communication between the two bodies. It seems to be his responsibility to draw all the various institutions which make up the University into a helpful arrangement with one another and assure their common development, and he is obviously the center and chief of a large staff to whom the administrative tasks of the University are entrusted.

"The president has responsibility to see that needed action is taken; that decisions are reached, though the decision may not be exactly his. But he can afford to assume very little of autocratic authority in such matters. Rather would he seem to be a point about which may gather those elements which result in a clear and imperishable crystal of opinion, or, to change the figure, possibly a hard, irritating substance within the precious mother-of-pearl which leads to the accumulation there of those translucent particles which produce a diadem.

It is in this spirit at least that I approach this office which has been so lately conferred. I am sensible of its distinguished character, of its great opportunities, of the fine traditions we associate with it, of the friendship and esteem that surround it; but I am sensible also of its cares and its chagrins, of the fact that that very freedom which I have so extolled as the embodiment of the academic life is, by the nature of the presidential office among us, largely denied to it."

The spring meeting of the California School Masters' Club will be held on Saturday evening, April 10, at the Whitcomb Hotel. Archibald Anderson of the San Francisco State Normal School will make the program and preside.

Since this spring meeting marks the twentieth anniversary of the club, Chairman Anderson has arranged the program so as to make it, at least in part, an anniversary occasion. An effort is being made to get as many of the old-timers out as possible. There will be a roll call of the original membership by Mr. Frank Morton, who was the first secretary of the club. Some of the charter members who are now in other parts of the country are responding by letter and their greetings will be read to the club when their names are called. The committee is arranging for as many of the charter members as are present to sit at the speakers' table.

Dr. David Starr Jordan will be the first speaker of the evening and he has agreed to talk on "Twenty Years of California Education." Dr. Jordan's talk will be, at least in part, in keeping with the anniversary idea. The other speaker of the evening will be Dr. Tully C. Knoles, president of the College of the Pacific. Dr. Knoles is a vigorous speaker and takes as his subject for the occasion, "The Ultimate Test of Democracy."

Since there will probably be a large attendance, members are urged to send their replies to Secretary Hatch as soon as the notices are sent out.

Dr. J. W. Kemp of the University of California has been elected president of the State Normal School at San Jose. Dr. Kemp has had normal school and university experience and is a student of school administration, and has a personality and a large degree of common sense that will make him a success as the head of the great institution at San Jose.

Superintendent C. C. Hughes of Sacramento was given special honor at the meeting of the N. E. A. at Cleveland by being appointed chairman of the committee on resolutions, and he was also invited by the Board of Education of Washington, D. C., to allow his name to be considered for the superintendency and appear in person for a conference.

WESTERN SCHOOL NOTES

The high school principals will meet in convention at Asilomar, Monterey County, on Monday, March 29th, according to the call of Hon. A. C. Olney.

The California Library Association will meet at Mission Inn, Riverside County, April 30 to May 3, 1920. M. G. Ferguson, Julia G. Babcock, Clara B. Dills, John Collier, L. W. Ripley and Susan T. Smith will be among the speakers. Carleton B. Joeckel, president, and Joseph F. Daniels will have charge of the local arrangements. The Mission Inn offers the most beautiful and the most restful place in the whole State to meet. The rates are reasonable, and the environment unsurpassed. Mr. Frank Miller is a delightful host. This is a year when every librarian should attend and bring friends along to enjoy the many delightful features of the Mission Inn.

Selden Smith represented Dartmouth College at the inauguration of Dr. David P. Barrows, president of the University of California, on March 22. President Hopkins of Dartmouth, under the guidance of Mr. Smith, has been a speaker at our principal clubs and made a notable impression.

The summer session of the University of Southern California will be held June 28 to August 6. There will be a large and efficient visiting faculty. R. D. Hunt, the author of "California the Golden," is dean of the summer.

The N. E. A. will be held at Salt Lake, Utah, July 4 to 8. The sessions will be held in the Mormon Tabernacle. Josephine Corliss Preston, State Superintendent of Washington.

The State Normal School at Arcata has opened a correspondence library course that ought to be of great value to teachers.

Superintendent E. E. Oberholtzer of Tulsa, Oklahoma, conducted a unique campaign through various civic communities, and especially through the school children, for a large bond issue and a universal tax rate for school salaries.

Isaac Pitman & Sons, 2 West Forty-fifth street, New York, beg to announce that "High Speed in Typewriting" by Kennedy and Jarrett has been authorized by the California State Board of Education for use in high schools. This is a text for all typists who aspire to unusual skill in their art. It is not for beginners and takes the place of no textbook, but supplements all good texts. Thousands of ambitious stenographers who wish to continue their training will welcome "High Speed in Typewriting" with its expert instruction obtainable from no other source.

"Where and how to spend a vacation in the Sierras" will be the subject of a course of lectures to be delivered in San Francisco beginning next Monday evening at 8:15. The lectures will be given in the rooms of the California Development Board, Ferry Building, a location convenient for persons living across the bay who are interested in the subject. Professor Harold C. Bryant of the University of California, a well known writer on bird life and an expert on Sierran scenery and hiking and camping trips, will conduct the course.

The San Diego School Bulletin, Vol. 1, No. 2, is an interesting publication, giving publicity to the bond issue in that city. It shows the crowded condition of the schools, the need of greater facilities, and makes a strong argument for Superintendent H. C. Johnson's program for better schools.

Three additions have been made to the Department of Junior Red Cross of the Pacific Division.

Miss Mary Concannon has been released from the Berkeley School Department for the purpose of serving as assistant director of the Department of Junior Red Cross, to have direct charge of all Junior Red Cross affairs as they affect California in particular. Miss Concannon has an enviable record as a school woman in the Berkeley School Department. The department was very loath to lose her services at this particular time, but were very happy indeed to assist the Juniors.

Miss Eva Hance, of the Phoenix School Department, has been released to act as assistant director of the Department of Junior Red Cross in charge of Junior Red Cross affairs as they touch the schools of Arizona.

Miss Alma Eastin, a member of the faculty of the San Francisco Girls' High School, has been appointed assistant director in direct charge of the work in Nevada. Miss Eastin is especially trained in Americanization and Community Service work.

Mrs. H. A. Kluegel, who is in charge of this work, has received strong endorsements from Dr. Wilbur of Stanford, Elwood Cubberley and John Finley, who spoke of the work before the N. E. A. at Cleveland.

John Collier, of the National Community Service Association, is holding a five weeks' course in Oakland under direction of the U. C. Extension Division. Collier will have able assistants.

San Diego Public Schools
Superintendent's Office.

San Diego just passed a bond issue for $1,075,000, out of which we plan to build two gymnasiums at the high school, two junior high schools, and some additional grade buildings.

Our campaign was a very interesting one, and I am glad to make a report on it for the guidance of other cities that are required to go through a campaign, in order that they may catch up on their building program.

With the assistance of the teaching force, a survey was made of the school plant, and a recommendation made from the survey to the Board of Education. It was finally agreed that we would ask at the present time for $1,075,000, to take care of immediate needs.

We started a campaign through the schools to educate the citizens in regard to the needs of the schools. The children wrote compositions about it, made short speeches, etc., until the topic attracted considerable attention. We also organized the P. T. A. in every school, and secured the co-operation of all the civic organizations, including the Rotary Club, San Diego-California Club, the Ad Club and Civic Center Association, and had speakers before their meetings.

We provided four-minute speakers and slides at the theatres, and finally succeeded in securing the hearty support of the press. Two of the three daily papers devoted an immense amount of space and gave frequent editorials in regard to better schools, and the need of more money.

The result was that the bonds carried with an overwhelming vote, but I felt that an important part of the bond campaign was that everyone was talking schools for several weeks. Improvements and advancement in the system were discussed from all angles, and the leading topic of conversation in every gathering was the public school system. The unusual condition of head lines on the front page of the daily papers in regard to the schools attracted the attention of the general public every day for several weeks' time.

Personally I feel that it was one of the best things that could happen for the school system. We were at least on the map for a few weeks, and the campaign was of great educational value not only to the teaching force, but to the community as a whole.

Henry C. Johnson,
Superintendent.

Hugh J. Baldwin, chief field inspector of the State Humane Society, has declared war on "bandit shippers" men who ship animals on railroads without proper treatment. Mr. Baldwin has also been visiting schools and getting across with original bird and animal stories that greatly interest the children. The State Humane Society under his direction is accomplishing a large amount of good, and its influence is felt everywhere.

Price to teachers is 60 cents for a year's subscription to Our Dumb Animals, Boston. Regular price is one dollar.

F. H. Meyer, director of the California School of Arts and Crafts, Berkeley, Calif., is planning a great summer session to run from June 21 to July 31, 1920. The courses will be based on a careful survey of the needs of the schools in industrial art courses in 1920. These courses will take into particular account the needs of the following:

1. Teachers in graded schools.
2. Teachers in rural schools.
3. Teachers of domestic art, manual training, designing, etc.
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GENERAL EDUCATION INSURES DOMESTIC TRANQUILITY

There isn't much danger of this country going to the bow-wows if she continues to extend her educational facilities to ever-enlarging groups of her citizens. It is certainly an inspiring sight to see assembled at a given high school building some 2000 people for five nights per week seeking instruction and information that will better fit them for the arduous duties of life. With similar institutions doing similar work in various parts of our country there can be no question about the future of our land.

On another page of this Journal will be found some items concerning the Polytechnic Evening High School of Los Angeles that will be of interest to school people as well as to the citizens of the State in general.

PART TIME LAW TO BE BENEFIT TO STATE

There can be no doubt that the new part-time education law will prove of great benefit to the young people of the State, and by tending to raise the average intelligence of the average citizenship be of untold value to the State as a whole.

Because of an element of inconvenience it will cause, it is expected that some industrial concerns will avoid employing youths between the ages of sixteen and eighteen, and since these young people must attend school at least four hours per week, it is highly probable that many of them will return to school for full-time work.

Even if youths of these ages are employed, and are in touch with school for four hours per week, the tendency will be to enlarge their interests and make of them better citizens.

The results of the plan will be watched with eagerness by all those interested.

SOME FUNDAMENTALS IN SALARY ADJUSTMENTS

In the campaign conducted by school people for salary adjustments throughout the country we need to keep in mind some very definite fundamentals in the proposition. First, let us consider the law of supply and demand.

If the educational process were a static thing, or school organizations, needs, methods, and so forth, were somewhat determined and fixed, then we could watch the barometer of supply and demand and raise salaries or lower standards sufficient to get an influx of workers and then as the supply became excessive we could lower salaries and raise standards to again create an equilibrium.

But there are some intangible elements in the problem that cannot be reached by any rigid operation of the law of supply and demand. Our school conditions are not fixed. They must be kept changing and growing to meet ever-changing and growing conditions of modern society. They ought to lead in the process of civilization. This leadership can only be obtained and maintained by school people who have consecrated their lives to the cause of education. Hence any scheme of salary adjustment worthy of serious consideration must encourage this sort of thing. We must keep in our country a large group of people whose sole duty is to work out our educational problems.

This involves another intangible element that must be fostered by proper remunerative policies, namely, the encouragement of a high type of men and women to do this particular thing. A niggardly policy does not attract men and women of ability and hence suitable inducements for life devotion to the work must be held out to the coming generation of young men and women. Hence the demand is not only for numbers of recruits, but for a particular type of recruit and this two-fold condition can only be met by proper initiatory inducements to enter the field of education.

But one may argue that large salaries at the beginning will attract too many unfitted for the work. This can only be met by demanding a high standard of qualifications and a rigid process of elimination in the very first stages of selection.

Another important element in the situation is the tendency toward and the necessity for an equalizing of compensation where educational qualifications and teaching experience are of like standard. There has been too much class distinction in educational work. The tendency has been to build up a hierarchy of school officials increasing compensation in proportion to the distance each employe gets away from the school room. It is fundamental that some plan be devised to prevent injustice, at the same time keep attention directed to the real work of teaching in the school room.

SUPERINTENDENT DORSEY BACK FROM CONVENTION

Superintendent Dorsey of Los Angeles made a significant statement on her return from the N. E. A. meeting at Cleveland. Teacher shortage, democracy and co-ordination of educational forces plus adequate pay for teachers seemed to be the dominant topics.

"All of America is facing a teacher shortage," says Mrs. Dorsey. "The problem of finding an adequate number of adequately trained instructors is fast becoming a serious one and in spite of the fact that it was a superintendent's conference, we devoted most of our time to a discussion of the teacher problem.

"Three chief reasons were presented by educators from all over the country to explain this shortage in our professional ranks. In the first place poor pay, many refusing to enter the teaching field when common workmen even are receiving so much higher remuneration than is offered to educators.

"Secondly, wretched conditions in the country districts has done its part toward bringing about the shortage. Proper housing conditions for the teachers are too often entirely lacking in the outlying districts.

"And thirdly, rent profiteering in the large cities has forced the teachers into the suburbs where again they meet the difficulties of transportation facilities to and from their work.

"Today there are fewer teachers in the normal schools than in times past and it was felt at the convention that we must all urge our teachers and professors to emphasize the good points and desirability of teaching as a life work to all of their graduates in order to fill our ranks.

"Then, too, it was felt that something must be done toward a democrazation of our profession. In short, advisory councils of teachers to confer with administrative officers was felt to be a panacea for many of the present difficulties. We practically have such a system in Los Angeles now.

"There was a loud protest against the selection of officers in the superintendents' convention by a nominating convention and the motion to abolish that custom was carried.

"In Los Angeles for the past twelve years the teachers have been taken into the confidence of the higher officials in making out courses of study. But I was amazed to find that in many parts of the country the teachers are even yet completely ignored in this matter and simply have their duties of instruction imposed upon them.

"Other points which were taken up at length were Americanization; the abolishing of illiteracy and proper housing for the children. Night schools, day schools and the cottage system were all emphasized in the work of eliminating illiteracy and I felt very proud to be able to tell of the work which our own city has already undertaken in that line."

LOS ANGELES LAUNCHES PART-TIME EDUCATION PLAN

The city of Los Angeles is preparing to meet fully the purposes of the Part-time Act passed by the last Legislature. Some time ago the superintendent's office designated a group of some ten people who were charged with the duty of studying the law and perfecting plans to put it in action. After a course of preliminary instruction, the members of this group are now busily engaged in instructing larger groups who are expected to do the teaching work under the prospective plan. A careful survey of the city will be made to ascertain the approximate number of young people who will become subject to the law in September and school facilities will be arranged to meet the needs of the situation.

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Did She See?

A woman was discussing the English language with Rudyard Kipling.

"Don't you think it strange, Mr. Kipling," said the woman, with superior wisdom, "that sugar is the only word in the English language where an 's' and a 'u' come together and are pronounced 'sh'?"

Mr. Kipling's eyes twinkled as he answered: "Sure."—Ladies' Home Journal.

The Sphinx's Capabilities

She was a pretty, young school teacher and was reading sentences to her class, letting them supply the last word.

"The sphinx," she read, "has eyes, but it cannot—"

"See!" cried the children.

"Has ears, but it cannot—"

"Hear!" they responded.

"Has a mouth, but it cannot—"

"Eat!" came the chorus.

"Has a nose, but it cannot—"

"Wipe it!" thundered the class.

The lesson then ended.

Little black Melindy had quarreled in Sunday school and her mother's mistress inquired if the child expected to attend the next Sunday.

"Yessum," answered Melindy, "I'se gwine. I'se gotter show dem stuck-up kids ma new w'ite dress an' ma ruffled petticoat. But I suttinly hopes none ob dem won't insist on scrapin' laik dey did last time; 'cause ef I wants ter fight, Mis Angie, I doan' need ter go to Sunday school to learn how."

New Words

Every teacher should be up to date and know the *new* words and how to pronounce them.

GREAT WAR: fourth arm, camouflage, calibrate, blighty

AIRCRAFT: empennage, backswept, Albatros, squadron

AUTOMOBILE: convertible, crank case, landaulet, cyclecar

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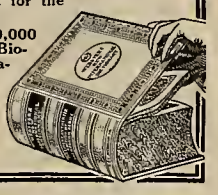

Anti-Air Gun

The new night watchman at the college had noticed someone using the big telescope. Just then a star fell.

"Begorra," said the watchman, "that felly sure is a crack shot."

THE BAHAI MOVEMENT

For Universal Religion and World Peace

There is quietly but effectively a movement for a world religion and a world peace growing up in all parts of the world that is rather surprising. It started in Persia seventy-four years ago when a teacher known as Bab began teaching a Universal Religion, the Brotherhood of Man and Universal Peace. It has now groups or centers in sections of the earth. The leader of the movement today is Baha O'llah, who has suffered imprisonment for forty years. He has a wonderful personality and is a spiritual physician treating humanity.

Abdul-Baha's power is that of love. In going into his presence something within one's soul seems to respond to his soul. Thus a spiritual bond is made which is most far-reaching, for it is of the nature of divine love and always remains with one. Through his life and example, he is teaching people the life and the way of The Kingdom. He has a message for every one, and as one meets and contacts with him in spirit it is as if a new force were added to one's nature. The power of the love of God is brought very close to those who come in contact with Abdul-Baha—Extract from Charles Mason Remey.

Among Teachers

Miss Primer—"How can you use such slang, 'The ghost walks on pay-day?'"

Miss Grammar—"Well! Don't your spirits rise on that day?"

BOOK REVIEWS

Second Course in Algebra—A New Text. By Walter Burton Ford, Professor of Mathematics, the University of Michigan, and Charles Ammerman, of the William McKinley High School, St. Louis. Published by the Macmillan Company, 66 Fifth Ave., New York. Price $1.28.

The present volume is intended as a sequel to the author's First Course in Algebra. The opening chapters treat of the fundamental principles of the subject with which the pupil is already somewhat familiar, summing up that which is basal in algebraic work briefly and concisely. It is a very complete and practical text on the subject of algebra.

An invaluable text is **Word Study for High Schools**, by Norma Lippincott Swan, formerly head of the English Department in the Long Beach High School, New Jersey. Published by the Macmillan Company, 66 Fifth Ave., New York City. Price $.72.

This book is an extensive work on the subject of spelling. It contains a full list of words most likely to be mispelled, and the exercises in pronunciation cover a wider range and offer a greater opportunity for drill than is usually found in high school textbooks.

A new book is, **You Are the Hope of the World**, new and revised edition, by Hermann Hagedorn, author of "The Boys' Life of Theodore Roosevelt." Published by the Macmillan Company, 66 Fifth Ave., New York City. Price $.60.

This little volume is an urgent appeal to the girls and boys of America. The author has endeavored to arouse young America to the meaning of the loss of all the nation's promising manhood in our world war; to realize the necessity of casting aside the frivolties of the present so as to be prepared to meet the demands the old war-torn countries will make upon the manhood and womenhood of our own democratic nation.

Plane Geometry. A new book of Lippincott's School Text Series. Edited by William F. Russell, Ph.D., Dean, College of Education, State University of Iowa. Part I, Abridged and Applied; Part II, College Preparatory; by Matilda Auerbach, Supervisor of Mathematics in Ethical Culture High School, New York City, and Charles Burton Walsh, Principal of the Friend's Central School, Philadelphia, Pa. Published by J. B. Lippincott Company, Philadelphia, London and Chicago.

A volume with a broad and comprehensive view of the subject of geometry given in two parts, part one being termed as the first study, and part two as the second study. It covers what is really important in five books. The first study is a general view of the subject, which is practical for both high school pupils and those of junior high schools. The second study enlarges upon the outlines in the first study, and is addressed particularly to regents' and college entrance requirements.

Terry's Short Cut to Spanish. A late book by T. Philip Terry, F. R. G. S., author of Terry's Mexico, Terry's Spanish-English Pocket Interpreter, Terry's Japanese Empire, etc. Published by Houghton, Mifflin Co., Boston and New York. Price $2.50.

As well as being an easy and quick method for learning the Spanish language as spoken in Spanish-America and in Spain, it has in combination a pronouncing phrase book for travelers in Spanish-speaking countries. One of the chief aims of the book is to give the student a quick mastery of language rather than a slow and toilsome acquisition of literature.

A new book in Heath's Modern Language Series is **Scenes Et Recits-De La Grande Guerre** (1914-1918), with exercise, notes and vocabulary, by Regis Michaud, Professor of French Language and Literature, University of California. Published by D. C. Heath & Company, Boston, New York and Chicago. Price $.80.

The great World War is herein depicted in simple, vivid and idiomatic French by an author who not only heard and read most of the anecdotes which he relates, but was a soldier himself, living three years with the French soldiers on the front. The author hopes he has succeeded in vividly portraying the real spirit of France, and at least a little of the human pathos of that terrible conflict.

Armenia and the Armenians, From the Earliest Times Until the Great War (1914). By Kevork Aslan. Translated from the French by Pierre Crabites. A recent book. Published by the Macmillan Company. 66 Fifth Ave., New York City. Price $1.25 net.

This volume is a brief but concise historical work, teeming with invaluable facts that most of us are looking for in order to know other countries and its people better. Everything is taken into account from geographical situation and climate to the origin of the people, their royalty, religious ideas and customs, conversion to Christianity, dawn of Armenian literature, and their struggles from the Byzantine domination down to our present conflict.

Something new in mathematics is the **Modern Junior Mathematical Series.** Published by the Gregg Publishing Company, New York, Boston, Chicago, San Francisco, England, 21 Harrington street, Liverpool.

The volumes are: Modern Junior Mathematics, Book One, by Marie Gugle, Assistant Superintendent of Schools, Columbus, Ohio, price 80c; and Modern Junior Mathematics, Book Two, same author, price 90c.

These two books, derived from the author's practical experience in teaching mathematics in a large city school, have been developed for the purpose of giving the pupil of the upper elementary and high school something complete as far as it takes up the subject in a preparatory school, as well as being in preparation for the university.

Just off the press is a new group of books called the **Living Literature Series.** Published by the Gregg Publishing Company, New York, Chicago, Boston, San Francisco, Liverpool.

The first is Barnaby Rudge by Charles Dickens, edited by Leon H. Vincent, Litt. D.; price $1.00. Another is Autobiography and Essays by Thomas Henry Huxley, edited by Brander Matthews, Professor of Dramatic Literature at Columbia University; price $.67.

We have in these volumes the first of a series dealing with authors of the modern period, not further back than the eighteenth century, most of them falling in the nineteenth or twentieth century. They are authors, British or American, strictly contemporary, whose works were ever full of that preservative quality, vitality, which causes literature to live indefinitely, and always be enjoyed.

The Community Center, by L. J. Hanifan, State Supervisor of Rural Schools, West Virginia, is a late book published by Silver, Burdett & Company, Boston, New York, Chicago, San Francisco. 224 pages.

Mr. Hanifan has had a wide acquaintanceship with the various community center projects throughout the country, and speaks from the standpoint of one who is possessed of an intimate knowledge of rural life. It is a brief but concise treatise on the subject and written especially for the teacher, superintendent, supervisor, or rural community leader who is in need of a practical guide to successful leadership rather than the theories of an outside observer made alluring on paper.

Something new in Physics is the **Tower, Smith, Turton and Cope,** by Willis E. Tower, Charles H. Smith, Charles M. Turton, in collaboration with Thomas D. Cope, Professor of Physics, University of Pennsylvania. Published by P. Blakiston's Son & Company, Philadelphia, Pa. Handled by the exclusive representatives for P. Blakiston's Son & Company, the Harr Wagner Publishing Company, San Francisco, Cal.

This book is an entirely new edition, based upon Tower, Smith & Turton's "Principles of Physics." It has been carefully revised by Professor Thomas Cope and every page reset. A number of pages on Alternating Currents, etc., have been added to the new book. It will be found by both teachers and students of Physics to be one of the most concise but complete texts of its kind. Its illustrative material is based on the common things of life, and the Physics teachers in hundreds of schools find it a usable book.

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Forward Looking Lessons in United States History. Book I. For Seventh Grade, Boards, price 75 cents. Book II. For Eighth Grade. Boards, price 90 cents. By W. J. Savage. Hearst Building, San Francisco: Harr Wagner Publishing Co.

Mr. Savage has made a skillful arrangement of the essential facts in United States History. The title gives the kenynote to Mr. Savage's method. He has dared to break away from the traditional looking backward style of facing American history and gives children some fascinating "Forward Looking Lessons in United States History." N. E. Journal of Education.

Topical Outline of the Geography of Europe. By H. W. Fairbanks. San Francisco, Cal.: Harr Wagner Publishing Co. Paper.

Mr. Fairbanks has made an interesting "Geography of California," and he has developed the "Geography of Europe" according to the problem method. The book includes the changes brought about by the recent war. Suffice it to say that it is "different"; that it is a book that we shall keep at hand for ready reference; that it is genuinely modern in method as well as information; that it so simplifies and clarifies the learning of the Geography of Europe that it can be readily taught by any teacher. N. E. Journal of Education.

It Might Have Been Worse. Beatrice Larned Massey, who has hitherto written seriously upon serious subjects, uses her pen in lighter manner in "It Might Have Been Worse," the record of a motor trip from the Atlantic to the Pacific. The writer made the trip with her husband, who furnishes a chapter on the things most needed by those who cross the continent in a machine. Mr. and Mrs. Massey are now staying at Santa Barbara and have become so favorably impressed with California they are planning a permanent residence in the State. The book was written in San Francisco. (San Francisco: Harr Wagner Publishing Company. Price $1.75. San Francisco Bulletin.)

California Flower Songs, a collection of Fifteen Songs for Children, is a new and recent book by Leila France McDermott. Published by the Elite Music Company, Los Altos, Cal. Price $1.00.

Here is an original, inspirational, beautiful collection of songs for the younger folk of the schools, which will ever prove a joy to both teacher and child. Some of the helpful and entertaining pieces it contains are: Poppies, Poison Oak, which is a subtle warning to all children to leave it alone; The Buttercup, Johnnie Jump Up, Indian Paint Brush, Wild Morning Glory, California Holly, etc., fifteen in all. Leila France McDermott is also the author of "Seven Heart Songs" and "Five Little Song Pictures."

Hill Trails and Open Sky. By Harry Noyes Pratt. Within its dainty covers of gray and blue is the white water of the mountain stream, the thrilling surge of the sea, and the mellow sunlight of the quiet meadow. Charles H. Shinn of the Fresno Republican says: ". . . . about eighty poems of the unpretentious, straightforward sort, so dear to readers who feel exasperated at high-flown obscurities in poetry." "Simple little songs for the men and women of the open air, and for children, too," says the S. F. Chronicle, while George Douglas of the Bulletin writes: "Another book of California verse and the more the merrier, so that they have the singing quality of this little collection. " . . . a poet, virile, a lover of nature; there is nothing of the carpet knight or hot-house poet about him; he is essentially Western," is the verdict of the Overland Monthly. $1.50 net.

Governor likes "The Voices." Governor Oliver H. Shoup of Colorado, the author of "The Great Need of the Day," has written an open letter of approval of the new novel, "The Voices," by Mrs. I. Lowenberg. He expressed himself as pleased with the wholesome and purposeful spirit of the book and adds his commendation to that of many other readers.

A thought on "The Voices." There is always a spirit present telling us what to do; "whereupon I was not disobedient to the heavenly vision." Mrs. Lowenberg deserves great praise and much honor for her new interpretation of public welfare as set forth in her book, "The Voices." If every citizen understood public affairs as well, this nation would still more truly be the land of the free and the home of God-given intelligence wisely used.—Dr. E. R. Wagner, Dayton, Ohio.

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Correspondence regarding new schools & alterations invited from school boards & city & county school superintendents.

E. H. Barker, the author of Barker's Trigonometry, has recently had published a new book entitled "Applied Mathematics." Mr. Barker wrote the book to meet the demand for a practical course in applied mathematics which shall co-ordinate the lessons of the school room with the actual problem as it presents itself in the industrial and commercial world. Mr. Barker has selected many of the illustrations from California.

State University Summer Session, Southern California, will be held June 21 to July 31. Among the many professors there are thirty from Southern California. Dr. Albert Shiels will be one of the principal speakers.

The San Francisco Teachers' Association, Aaron Altman, president, has practically all the city teachers enrolled in a great working body and, though the president, Aaron Altman, has adequate representation at all meetings of the Board of Education. Two teachers, Miss Power and Miss Jones, were both chosen from the active teaching body for places on the Board of Education, and Dr. D'Ancona began his career as a rural school teacher and has always been identified with educational work. He is a university graduate, a thorough scholar, and devoted to the public interest, while Geo. Gallagher is a business man of integrity and ability, and has had large experience in civic affairs. It would therefore seem that San Francisco city teachers are especially favored in their representation in the administration of the schools.

The demand for more adequate salaries for teachers is nation-wide. With the public demand for teachers' salaries must be created a practical and rational method for more money for schools. We suggest a head tax, an income tax, an inheritance tax, and an idlers' tax of at least $1.00 per day on every man and woman not engaged in some useful and necessary occupation. All the above to be used exclusively for the payment of teachers' salaries.

THE BUSH-TIT

There is a little Bush-Tit,
That sits on fence or tree.
Oh! my, he is so tiny,
He seems so small to me.

He has a wife and nestlings,
His wife takes care of nest.
He goes on little journeys
And then comes back to rest

By James Baldwin Kelleher (aged ten years), Sacramento, California, February 8, 1920.

THE BLUE BIRD

You nice, little birdie,
You are very sturdy;
And every morn at dawn,
You light on our lawn
And you sing your sweet song.

It makes us all happy,
It is nice and snappy;
While the bees fly 'round the flow'rs
In the morning hours.

By Clara Kelleher (eight years old), Sacramento, California, February 8, 1920.

The above was a test in power. Time, less than fifteen minutes.—Hugh J. Baldwin.

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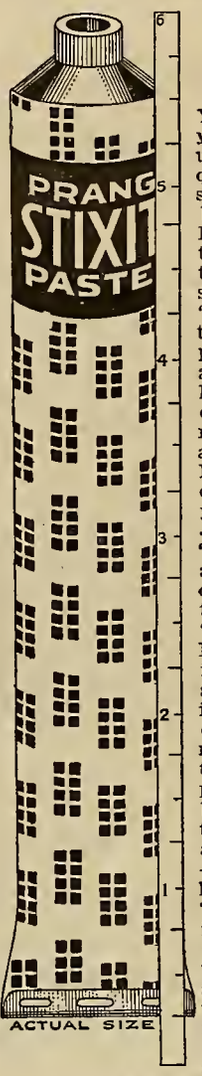

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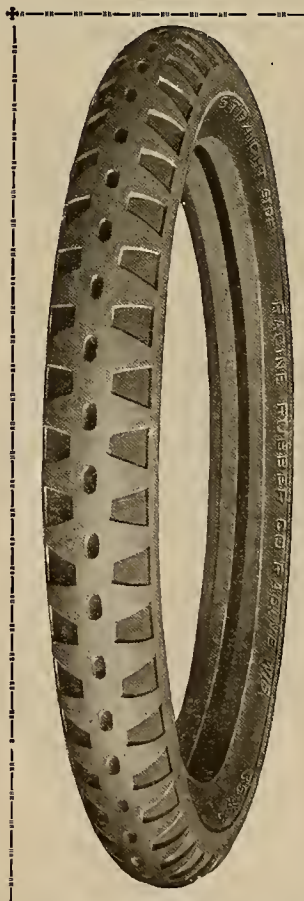

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MEETINGS

Bay Section the California Teachers' Association; H. B. Wilson, President, Berkeley, Cal.; W. L. Glascock, Sec-

Northern California Teachers' Association, Ella McCleary, President, Sacramento, Cal.; Mrs. Minnie O'Neil, Secretary.

Central California Teachers' Association, Jerome O. Cross, Fresno, Cal., President.

Southern California Teachers' Association, Carleton Wheeler, President, Los Angeles; Dr. A. E. Wilson, Secretary, Los Angeles.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs. Margaret Burke, President, San Francisco, Cal.; Elsie Northrup, Secretary, San Mateo, Cal.

Central Coast Section the California Teachers' Association; R. B. Leland, San Jose, President; G. A. Bond, Santa Cruz, Secretary.

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MRS. DE HOVEN-SEQUARD'S SPEECH ON AMERICANIZATION

John Brent

Mrs. De Hoven-Sequard's stately limousine drew up before the entrance to the Women's Club. The sole occupant of the vehicle, Mrs. De Hoven-Sequard herself, alighted without so much as waiting for her liveried chauffeur to open the door. Something in her chic, tailor-made but matronly presence, as she crossed the pavement and entered the building, bespoke a determination to be on time, and gave the decided impression that she had something on her mind. Determination, downright conviction, vital purpose, all swept with Mrs. De Hoven-Sequard down the aisle of the auditorium where presently some three hundred women would be assembled. She did not stop until she was seated on the low platform in a chair whose ease might have been very welcome to some matronly women. But its cushioned back and arms were no boon this day for Mrs. De Hoven-Sequard. She was energized. For exactly one hour she sat on the edge of that chair erect and unrelaxed, her foot nervously beating an irregular tattoo on the carpet, in her eyes the far-away look of one who has a vision.

The madam-president rapped the audience to order promptly at 2:30 and said:

"Ladies of the Monday Club, since there is no routine business calling for our attention this afternoon, I take pleasure in introducing at once the day's speaker, Miss Abigail Jones, who will now address you on the issue of Americanization. Miss Jones."

There shall be no record here of Miss Jones' speech. Miss Jones was just another of those persons who feel the call but have no message, who are handed along as the "proper thing" from club to club and from audience to audience and who are quite content to arouse enough sympathy in their hearers to draw a few compliments along with the lecture fee. The audience departs and forgets; but its conventional compliments have equipped the speaker with sufficient conscience and courage to face the next audience. Miss Jones stressed the need, in tearful but heroic strains, of Americanization, a need which all had heard of repeatedly before they came. She painted some sad-imaged pictures of our foreign-born, foreign-tongued laborers, which every one knew about; and she rang the changes on the imminent perils and horrors soon to be visited upon our beloved nation by the Reds and Bolsheviki if Americanization were not promptly provided. The audience had long since guessed as much. Still when she had finished they gave her conventional approval, and resolved to feel that another afternoon had been well spent. So far all was very proper, very good form, very conventional, and withal very harmless.

Again the President rose and said: "You know it is our custom to select one of our number" (the President was a thoroughgoing bromide) "to follow the speaker of the day in discussion of the day's topic. Ladies, our fellow member, Mrs. De Hoven-Sequard." The madam-president executed this introduction with the air of one who hoped the second speaker would measure up to the standardized platform art of Miss Abigail Jones, but doubted it.

Mrs. De Hoven-Sequard arose promptly (she had waited an hour impatiently for this moment), with the expression of one who didn't care a rap whether she could measure up to Miss Jones or not, but was determined to measure up to herself; laid aside her costly wrap and advanced to face the audience. Alternately twining her fingers nervously in her long, heavy costume chain and toying with her jeweled lorgnette, she thus addressed them:

"Ladies, I thank the Lord that he gave me curiosity. That trait, reputed to be the peculiar heritage of womankind, has not only gotten me into trouble more than once, but out again. That is why I thank the Lord. To get into trouble and out again, via curiosity, is to go through the refiner's fire. It is always beneficial in its reaction on one's conceit, foregone conclusions, class, politics and creed. I was asked to talk to you today because, as you know, I am supposed to be interested in Americanization. I am. But what I have to say is chiefly the record of a woman's curiosity. It is not at all original. I give you only reactions from the highways and byways into which my curiosity led me. Probably much of it is rank heresy. I hope so. Heresy is sometimes a spur to clear thinking. By way of further preface let me say there is going to be much 'I' in my remarks. I am the woman the story of whose curiosity you are to hear. Nor have I time for well-rounded periods, graceful phrases or—what is it that the librettist Gilbert calls it in the Mikado?—'airy persiflage.' No time for airy persiflage! So—

"Like the rest of you I am always hunting for something new to kill time. I am temperamentally not suited to parlor Bolshevism, newo-thoto, spiritualism, futurism, or the ouija-board. I'm still sane and selfish. War work and post-war work gave out. So four months ago I found myself stranded and in consequence bored to death. Husband—confirmed business man. Children—grown up and married. Life to be lived, and no interest to live it with, no fad to wake me up. Then I happened to hear some one say "Americanization." I asked what he meant and he told me. It sounded good and I went after it.

"Ladies, I blush when I think how little I knew when I started out to Americanize. You all know where I live. Well, I first picked on Del Monte, the community gardener. When he came to my—our grounds of a Tuesday for his weekly work, I started for him. He was planting bulbs. 'Del Monte,' I said. "Oh, Meesa Sequard,' he interrupted as he got up quickly. 'Oh, Meesa Sequard! Pardon, tousand pardon, Meesa Sequard! Me—I must hava da bigga wage. Pardon. I aska da four doll da day. You know, Meesa Sequard, pardon, I gotta da sweetheart girl. Da peacha! Bimeby we maka da leetla nest. Eh? It taka da more wage, dat leetla nest. Four doll now, not da tree.' 'All right, Del Monte,' I said; 'you're worth it; you get the four dollars.' He was worth it. 'But, Del Monte, why don't you go to the evening school and learn English, and writing and reading? You know, Del Monte, we want to Am—' 'Aw, Meesa Sequard,' he interrupted, 'you know. Dat leetla nest. Already I work evera night, some time on da leetla house, some time in da leetla garden, maka da flower for da sweetheart.' And there he was, ladies, a poor, benighted, heathen Italian, who could neither read nor write English, spoke it but brokenly—

though, I confess, picturesquely, and oh! with such winning, poetic, dramatic gestures, and to whom the blessed mysteries of our civic institutions were a sealed book. I wanted to Americanize him and all he could think of was mating, and the 'leetla nest.' As I turned to the house, involuntarily my eye ran down the avenue and took in the unbroken effect of beautiful flower gardens and landscape artistry that were his handiwork. Del Monte and his sentiment were posers. Right there I might have thrown up my hands, but as I have said, curiosity is the best part of me—or the biggest.

"So I read up on Americanization and started again. For a time I curbed my reformatory tastes, which never were very strong, and gave free rein to my curiosity. I may add, however, that I approached no more 'Meester Antonios,' like Del Monte—and their name is legion—who want to mate and make 'da leetla nest.' With the man who would mate and settle down in his own nest I have no quarrel. His ways are sacred. He is on the great highway to American citizenship, and his Americanization, I suspect, will take care of itself. If he is another Del Monte, he can take care of a dozen home landscapes in a way to shame the helplessness of all of us who employ his skill. He is often both producer and artist. I don't see that any one needs to worry if he can't read and write English."

And with that bold and heretical statement Mrs. De Hoven-Sequard flourished her lorgnette, ran her fingers along the heavy costume chain, and gave her audience time to gasp and sit up to take further notice.

"Can you hear a little bold analysis? Have you asked yourselves what Americanization is? It sounds thrilling, but what is it? We have an idea, have we not, that Americanism is some hallowed and patriotic state of being. Has it, so far, made us do anything more than try to worry about something? Now, I ask, have we had the unspeakable presumption to send certain people to school to get some Americanism, to be Americanized, before we had told ourselves what Americanization is? If that is true, and I'm afraid it is, I can only call all our lectures, and articles, and chatter, further instances of a devastating rectitude. Frankly, fellow-members, I have searched long and diligently for the purely academic activities that are peculiarly Americanizing and fail to find them, and I cannot yet point to any known body of knowledge which, as such, makes for Americanism. I venture the assertion that when I say 'America' forcibly, earnestly, it is a feeling that comes to you all at first rather than any set of ideas. And therein, I suspect, lies the solution of our problem."

Her hands had dropped the adornments she had first toyed with, and were now striking out in heart-driven gestures. As yet the audience didn't know what to make of it; but at any rate they were finding it good fun.

"Ladies, let us be frank. There is no one body of knowledge that can guarantee good American citizenship, not even American geography, or American history, or American civics. I have visited your night schools and found I. W. W. emissaries and Bolshevistic emissaries pursuing all these subjects avidly. It is a known fact that many very intelligent Americans are members of the former group. During our part in 'the late unpleasantness' we discovered college professors, well schooled in American institutions and American ideals, who were guilty of treason in thought and word. I know of one common school teacher who is today maliciously and wilfully addressing her associate teachers as Fraulein. It is a pitifully trivial act of retaliation, perhaps. So far as I can determine, the only Simon-pure emotion the defeated Germans have evinced is chagrin. This act is the expression, probably, of that feeling. Yet, it betokens a mind proof against the spirit of this country, albeit considered fit to train our young. Knowledge, per se, of our geography, history and civics, does not necessarily fit for American citizenship. That is true of all our curricula. It is altogether conceivable that one might master them all, so far as mental processes are concerned, and still be an Englishman, a Frenchman, or a German. I tell you"—rocking forward on her toes—"it lies not in the power of any conceivable body of knowledge alone to make a man, a worthwhile citizen, or a patriot"—and thrice her heels, descending, rapped her emphasis on the platform.

"Of course, this is not saying that all the subjects of the school are not good, or even vital, things to have, good tools. But when we say Americanization I take it that we have in mind something that will at least actively conserve America. And I do want to point out that a bad leadership can teach a bad crowd following to turn those same tools into instruments that will desolate where they should conserve. It is not an unmitigated blessing to wake up the lazy body and the hazy mind. When we undertake to do it, we must be sure that the heart is righteously inclined. The removal of illiteracy is not alone a problem in American English, American institutions, or American civics, for American citizenship is an inspiration and not a mere mental process.

"I have been particularly interested in certain reactions I found in the halls of higher learning. I have learned that the college specialist is very apt to find in his specialty the panacea for most human woes. That is natural. With him it has become a sentiment, a matter of feeling. We want sentiment, provided it makes for human welfare. But it was on the college campus that the conviction was forced upon me, during my touch with students, that the greatness of our modern universities today still lies not in their splendid buildings and equipments, not in their superior organization or their perfected machinery of administration, nor yet in their so enlightened curricula, but just where the greatness of the old-time colleges lay—in the personal greatness and power of its teachers, those who have gotten understanding with knowledge, discriminating sentiment with learning. On the campus their names are sacred, because their human interests are catholic and contagious.

"Be it in the day school or the night school, the elementary or high school, or the college, it is the spirit of the teacher that imbues any subject with the qualities of good Americanism. It is the teacher alone, in his role of artist, that can play on the harp of the emotions, and build up in the student unconsciously the balancing sentiments, the inclinations, the under-

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standing from the heart, and the habits that belong to them.

"It has been my enlightening privilege to visit Americanization work in the heart of a great lumber and shipbuilding industry. I have in mind in particular one class composed entirely of foreigners, all men, chiefly Finns and Scandinavians, with a sprinkling of Portuguese and Italians, the warmth and humor of the south mingled with the stolidity and slowness of the north. Their teacher was a man, more or less experienced in the handling of labor. His work was a revelation. He had no respect for the sacred arrangement of an author's text on American citizenship. His approach was unique. Before they knew it his class was alive, keen, unselfconscious in a game of give and take. I don't know much about this thing they call pedagogy, but I have a strong suspicion that the common garden variety of pedagogy is just plain reciprocity. Well, at any rate, reciprocity was this man's game. They told him all about their work, their ways, their wages, their experiences in work and in the use of wages; they gave an account of their homes and families. And out of this material he drew their understanding of the need of thrift, of the relation of production to prices, of supply and demand. Nor did he stop there. He threw back his own coat and showed them the repairs to its lining, seams and padding. It was no staged effect; not at all; bless you, it was the coat he was wearing every day and thriftily keeping in condition. He even placed a foot on his desk and showed them a well repaired shoe! Do you get it? Through the natural human interest in the home, the family, and the struggle for their existence, he led on to labor, wages, thrift, organized society, civic life, and the civic rights and duties of the citizen, ultimately to state and nation.

"Then there happened something that was very illuminating to me. Following several lessons, I noted that the further he left home and the family behind and the closer he drew to state and nation, the harder his task. Yes—they wanted to stay here always, they liked it here, there was greater opportunity for themselves and families; they knew all that very well through very practical avenues. But it was very easy for many of them to express doubts about a so-called popular government which government contractors could gouge and bilk in business transactions. Many of them had worked for a company that had been a notorious grafter and slacker in its war contracts. They had participated in the work, knew it was rotten. With that example before them, small wonder that they regarded a slack laborer as but a trivial offender in comparison with a slack contractor, and, after the manner of the European proletariat, still held government in contempt. But their teacher was stout-hearted enough not to condone the evil. Again and again he drove home the standards of honest citizenship with the convincing sledge of fundamental human interest. Always he brought them back to the absolute necessity of a balanced, organized body of law, the will of the people's majority.

"Again I have visited these classes for foreigners in American citizenship where the teacher held rigidly to the page by page, chapter by chapter, question and answer, study and recite scheme of procedure; where the chasm between the learned and the unlearned yawned; where erudite self-confidence inspired only the handicap of a vast awe. It meant nothing. In these days of the renaissance of all questions of human rights and human government, our American institutions are but begging the whole question in such instruction. Their sacredness is assumed and administered like a pill to be swallowed. In the same way we assume a great deal of ignorance on the part of the adult foreigner which he isn't guilty of. If we are not able to root our institutions in his needs, his elemental interests as a human being, his sentiments, his inclinations, his heart—if we do not get things well under the skin, we shall fail.

"Large numbers of teachers, I find, are specially preparing as teachers in Americanization. What is that preparation? Chiefly, greater familiarity with the approved tools of American citizenship. So far so good. Again let me say I have no quarrel with English, civics, history, as tools. They are essential equipment. But mine is the gospel of the American spirit. The problem is chiefly one of the teacher's approach, her ability to reach the heart, the sentiment, the inclinations, to root her instructions in vital, elemental human interests. If we cannot find teachers who can do that, we fail.

"One professor pointed out to me, on my rounds, that all great folk movements are sequels to the growth of strong fundamental sentiments and impulses. I left him with a new idea, and I cast about for a real present-day illustration of his principle. I stumbled onto it in a camp of boy-scouts. Have you got the secret of the strength and success of this organization? If you think it is academic you are wide of the mark. There is heroism and adventure in the very word 'scout,'; so much for a beginning. Then every boy-scout has clearly, vividly in mind some half dozen ideas that are ideals of manhood, stressed until they are aglow with healthful inclination, standards of action, that he practices until they are habits. The Boy Scouts are a mighty force for Americanization.

"Or, again, pause beside yonder crowd on the corner listening to the harangue of some spell-binder. Ten to one you will find your beloved institutions pitted against the emotion of humor or the white heat of passion. Then try to argue it academically, you who think that literacy and academics will solve the problem!"

Mrs. De Hoven-Sequard paused for a moment, and somewhat of the elemental was expressed in her own pose, for her arms were akimbo, with her hands, after the manner of her lowlier sister, the proverbial washerwoman, who is giving you a bit of her tongue, resting upon her sturdy hips. Black dismay had stamped the features of Miss Abigail Jones; but the speaker saw that her audience was getting a vision, and she resumed.

"After all, Americanization is a problem of teachers. Nothing new about that! Only the angle is new. The perennial, old problem of teachers grows on, one with every year; it gets more perennial, more ancient, more problematic. Why, bless you, I know of one board of education in this state that sent word to a school, 'Get busy with Americanization.' By return mail back came the inquiry, 'What is Americanization?' Also by return mail, 'We don't know.' And bless you again, I don't know yet whom the joke was on. Do you?

"Are there any baseball fans among us here? If not, I fear we are short on Americanism. I stood one day beside a large school ground and watched some boys playing baseball, coached by an athletic young woman. I suppose they took me for a doddering old grandma, the role which has usually camouflaged my curiosity. The teacher played, too, batted a home run before my eyes and ran all the bases. There was serious business on foot, I learned. They were getting ready for a championship game. Baseball slang was in evidence and—I still chuckle over it—now and then something just a little stronger which seems to go with the business, and which the teacher managed not to hear. Through it all, however, she did stick out for the rules of the game, a copy of which was cached in her blouse. As I watched them all in their tense devotion, it came to me. An American teacher, woman, coaching American school boys over half of whose parents were foreign born, in the great American game, and holding them to the 'rules of the game.' That is fundamental Americanization.

"The teacher that can make one good story reach the hearts of her children, who can teach them to sing one national hymn with fervor, is a high priestess of Americanism. She can touch the harp responsively. More than once in these recent months I have been present at some of these simple school plays and pageants which teachers sometimes get up. I didn't use to know what they were for, but I think I do now. Many of them are the dramatics of American history. These costumed youngsters imbibe the sentiments of events in their dramatic work. Always the parents are there. You should see in the foreign quarters the shining eyes of the Greek and Portuguese and Italian papas and mammas every time their little Meester Antonios and Mees Carmencitas appear. They, too, get the American sentiment—unconsciously, true, but they get it. Ah, you say, they're only wrapped up in their own children. True, again, and that is why America can mean something to them. They believe in their children; hence they believe in what their children are doing in this way. What more can we ask? I suspect those teachers know very well what they are about.

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"In one town I visited I found a ward school composed almost entirely of Italian children. It was a school of dark skins, big eyes and musical voices. So exclusively Italian is their language at home, that they are all note and word perfect in many Italian songs. To them these songs do not yet represent Italy, but a vague cry from out the human heart, just as is true at first of strictly American songs sung in English by our own English-speaking children. Change a few proper names, and apart from their language, all these songs would serve anywhere. They are great folk outbursts of sentiment. In our children they await their special dedication in some human service, such as they found emphatically during the war.

"Now the supervisor of music that comes to these children once or twice a week is, as a teacher, too wise to throw their Italian songs aside. But she uses them as a start, a source of interest, and leads on through them to the national airs of America. Furthermore, she has taught the children the blessedness of devoting any of their personal treasures to the good and the joy of others. I followed a class to the home of a blind senator, one who became blind recently and who is still learning the lesson of patience and peace in the dark. To him they sang their treasures—Santa Lucia, Miserere, Ciribiribin, O Sole Mio. In that act they lived a sentiment we want in this country, a sentiment that will help to make good Americans.

"The value of all such occasions, be they special as in the case just cited, or anniversaries like our national holidays, lies in the fact that children become participators, form habits of participation in the expression of right-minded, wholesome human sentiments; and these elemental sentiments of the human heart are the irresistible, underlying currents in all national life whatsoever. All else is castles of tissue paper built where the winds of heaven may speedily shatter them. And pure academics in certain quarters is like to swing us wide of the mark. I abhor the idea that this women's club should be found gingerly nibbling at Americanization for purposes merely of a little diverting entertainment. Ladies, if we, who came hither in limousines, who have vacant afternoons to pass in this way, who flatter ourselves we are socially elite and ordained intellectuals, really have the spirit of Americanization in us, it is because as women we have felt our kinship with all the womanhood of our country, it is because we are wives, mothers, home-makers, interested in every domestic tie, safeguard, observance; hence interested in all that builds up society for the protection of the family, and ultimately a nation for the protection of society.

"Now, then, if you ask me what I would have a woman's club do about it, I have an answer—Get back of the teachers. Can't you see that our whole problem is one of the selection of teachers who are equipped, teachers by grace of God, teachers with catholic human sympathies and the power of practical every-day leadership? And as a corollary, can't you see that it is a problem, too, of the tangible rewards of the teacher, the teacher's salary and the teacher's chance in life? Everywhere, where I have talked with professors, principals, superintendents, in all sorts of schools, I have found this problem of the teacher's wage uppermost in the minds of school people. I find that we are likely to lose a good share of our best teaching talent if they are not better paid; that we have already been losing it; that there is decreased interest in teaching as a calling, which promises soon a shortage of teachers. Now and again some man, born on the crest of some great national crisis, rises, like Lincoln, to point the way in that special hour and save us. But in the humdrum, work-a-day life of a people it is the nation's teachers that are its saviors. To them is entrusted the nation's leavening—fundamentally so, for are they not 'in loco parentis?'

"Well, then, if we want to stand for something here, something definite and worthwhile in the line of Americanization, let us stand for teachers—for their rigid selection on the basis of teaching personality, their liberal education and their social equality with any profession, their wage in proportion to the vital issues they shoulder in their work.

"Mark the teacher! And you will not have to mark Americanization, for you would not be able to stop it."

Mrs. De Hoven-Sequard resumed her seat and her wrap. Her audience, forgetting their conventional decorum, rose in a body and made for the platform. Forgotten was Miss Abigail Jones, for they all wanted to get personally near to the flushed but transfigured face of Mrs. De Hoven-Sequard, who seemed just then like the mother of them all, as well as the sponsor of Del Monte, the friend of the little Carmencitas and Meester Antonios, the high priestess of the American home, the champion of the American teacher.

WESTERN SCHOOL NOTES

Dr. H. W. Fairbanks has been given the cash prize by the American Geographical Society for the best contribution on Geography. His article was entitled "The Geography of the Iberian Peninsula." It was worked out according to the problem method, and was treated in a daring but natural manner, having the child grasp the European field from the Spanish settlements in California. Mr. Fairbanks' article will be published in the Geographical Magazine in May and later in the Western Journal of Education. Dr. Fairbanks' new and most important work will be published May 1st. It will be a geography of California, for fifth grade pupils, according to his problem method.

Dr. Ernest B. Hoag, the noted national authority on Hygiene, especially of children, will give courses in the summer session of the University of Southern California. He is a graduate of Northwestern University, Stanford and the University of Wisconsin, and the author of a number of books.

P. P. Claxton has called a general educational conference at Washington, D. C., for May 19 to 21. Hon. Will C. Wood, the editor of this Journal, and others from California, have been especially invited to attend.

WHO IS YOUR CHOICE FOR PRESIDENT?

The convention of High School Principals at Asilomar in a straw vote gave Herbert Hoover a large majority over all candidates; but then that was after Ray Wilbur of Stanford, Dr. Adams of Stanford, Geo. Stone of Santa Cruz and Eduard Beewick of Pacific Grove, all ardent Hooverites, had spoken; while the Johnson men were busy in Michigan. The editor of this Journal has no reason whatever to boost for Hiram Johnson from a personal standpoint, but we do recognize in him a powerful political force, a man who has the ability to put across a great national program without political or class distinction. It seems strange indeed that a convention of educators would vote against a man who gave to their State the splendid program of progressive legislation, including new high school laws, standardized certification, and teachers' pensions, not to speak of compensation laws, initiative referendum and recall, board of control, public utilities, etc. When Hiram Johnson was governor he gave favorable consideration to the legislation proposed by Will C. Wood, the California Teachers' Association, and the University of California. Have we any reason to believe that as President he would not respond to the progressive program proposed by our educational leaders? We can appreciate the motives of those who are supporting Herbert Hoover, but California has an opportunity to give to the nation a native son, former governor, and a man whose ability to carry out a great program for the upholding of the nation, is unquestioned. He kept his pledges to the State of California. He will keep them to the nation.

Mr. W. H. Maddox, who has had charge of the educational field of the G. & C. Merriam Company, publishers of Webster's Dictionaries, has become the manager of the educational department at Springfield, Massachusetts.

Arthur William Dunn, the specialist in civics of the U. S. Bureau of Education, has been added to the staff of the Junior Red Cross in Washington. Mrs. H. A. Kluegel, director of the department, herself an educator, has secured the services of Miss Mary Concannon of the Berkeley school department as supervisor for California; Miss Eva Hance of the Phoenix school department as supervisor for Arizona, and Miss Alma Eastin of the San Francisco school department as supervisor for Nevada.

The California Teachers' Association for April has issued a series of bulletins on teachers' salaries that are of especial value at this time.

Textbooks in Geography

"The State Geographies have been in use a long time, and as geography is a growing, developing subject, they are out of date as to maps, statistics, pictures, and the selection and emphasis of topics."

The above statement was made by the California Commissioner of Elementary Schools in her Biennial Report issued two years ago. The statement then made was true at the time and is doubly true to-day. The Commissioner goes on to state:

"At the present time no one can forecast just what changes will be made in boundary lines and conditions of the nations of the world. It is obvious, however, that even after these lines and conditions have been established, it will take time to write and to print textbooks in geography, so that we cannot hope to provide our schools with suitable geographical material in book form immediately. The problem facing us is truly perplexing. Undoubtedly, teachers will have to depend a great deal upon monographs, bulletins, government reports, magazines, and current literature of various kinds; but they ought also to have more definite help during this period of waiting."

There is now definite help ready for the use of the teachers and pupils in this state. This help comes in the form of the FRYE-ATWOOD NEW GEOGRAPHY—BOOKS ONE and TWO—the authors of which have been at work for many year collecting and arranging material in order that it may be of the greatest possible service in the teaching of this subject.

An examination of the illustrations alone in this new series of geographies gives one a pretty good course in the subject and impresses one with the great amount of work expended by the authors and publishers in the preparation of this series. Although the number of illustrations seems large, it gives but little conception of the work involved in choosing the photographs from which the illustrations were made, because *over two hundred* photographs were examined and discarded for every *one* that was used. For instance, *not less than 150,000 pictures were examined* before the selections were finally made for those appearing in Book Two.

The author and his assistants, various artists and draughtsmen, and the members of Ginn & Company's art department have devoted much of their time during the past three years to the different phases of gathering and reproducing these pictures. The collections of a large number of commercial photographers in New York, Boston, Chicago, Washington, Philadelphia, and other cities, have been examined. The Pan American Union, the Departments of Agriculture and Forestry, the Geological Survey, the National Park Service, the Bureau of Mines and other government bureaus in Washington have been consulted and practically all of their photographic resources were examined. From Chambers of Commerce and Boards of Trade all over the United States and Canada, from railroad publicity bureaus, industrial concerns, and from many private individuals, photographs were procured. The author had access to the extensive collections at Harvard, Wellesley, the American Museum of Natural History, and the Philadelphia Commercial Museum.

Many hundred views brought from South America by Professor Tower were examined. Photographs taken by Professor Roorbach in his Amazon explorations were drawn upon. Australian government photographs were used and the South African Colonial Government supplied their official photographs. Some of Donald MacMillan's own photographs were procured to cover the polar regions. To illustrate Asia various private and commercial collections were examined and a special search for particular views was made for us by especially competent concerns in China.

In addition to many collections of European photographs which were examined in the United States, a search was made in London through our office there, and in Paris by a member of Ginn & Company's art department who was in that city during the war. Probably there has never been published a textbook with illustrations for which such an extensive and particular search has been made. Doctor Atwood's endless patience in securing just the right thing and his remarkably wide associations have been a great asset in this work.

The colored relief maps are probably the most novel of the illustrative features of the New Geography, Book Two. William T. Oliver, a draughtsman who has worked almost exclusively for Ginn & Company for nearly twenty years, made these maps, and to him belongs most of the credit for their technical development. The work on them required nearly two years. Many conferences were necessary, including the author, artist, and members of the editorial department, for these maps are original in their inception and execution, and they required many hours of careful planning.

Conspicuous among the illustrations are the "airplane views" of New York, Chicago, London, Paris, and other great cities. Miscellaneous diagrams and drawings and the two full-page colored illustrations by N. C. Wyeth made up the rest of the illustrative material in the book.

Ginn & Company hereby guarantees that these FRYE-ATWOOD GEOGRAPHIES will never be printed by the State of California and furnished free of charge to the schools—therefore library money now spent in buying *these books* will be a good investment. City and county officials in purchasing the Frye-Atwood Geographies for supplementary use will not be "stung" as they have been sometimes in the past when depleting their library fund by loading up with certain books which, later on, were furnished, free of charge, by the state.

There is going to be a shortage of geographies this fall, due largely to difficult conditions of manufacture. We therefore advise our friends and customers in California to place their orders early for the Frye-Atwood Geographies—Books One and Two. September first dating on the bills will be given if desired.

Interested readers are requested to send in their names if they wish to be placed on our mailing list for geography helps to be sent, free of charge, from time to time.

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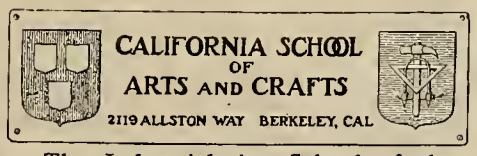

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New York Chicago Boston San Francisco

Minimum Essentials in Geography

By DR. H. W. FAIRBANKS
Author Topical Geography of Europe, and Geography of California for Fifth Grade According to the Problem Method

In response to a widely held opinion that the courses of study in the elementary school are encumbered with a great quantity of useless detail, a committee of superintendents of ten Southern California cities undertook, in 1918, under the chairmanship of Dr. Moore, a searching investigation of the whole question with the object, in the words of the chairman, of "printing a course of study which will be a genuine contribution to teaching in the elementary schools."

This work was turned over to sub-committees of representative teachers from each of the cities. The undertaking resolved itself into answering four questions. The results as regards two of these questions appeared as a tentative bulletin in 1919.

It is concerning the second of these questions in its application to the subject of geography that the writer ventures to offer the following criticism, believing that the idea underlying it is inconsistent with the fundamental notions of the new geography.

The question referred to reads as follows: "What parts of it (the particular subject under investigation) are of first-rate importance as distinguished from the aspects of it which are only of second-rate or third-rate value? What are its essentials? We ask you to skeletonize it and make a course of study in it which shall present its minimum essentials."

Now what is the commonly accepted meaning of the term **minimum essentials** as applied to geography? The following extracts from articles in the Journal of Geography will give a good idea: "Minimum essentials, as I understand the term, are a set of fundamental geographic facts which are necessary to the child's future progress in geography and essential to intelligent citizenship," and in another paragraph: "A list of minimum essentials is a group of fundamental elementary facts essential to the child in his relation to the world in which he has to do." (Jour. of Geog., February, 1917.)

Another writer in the same journal, under date of December, 1917, says: "Every teacher should have her list of minimum essentials in place geography," and in the following paragraph: "Now since the most distincive responsibility of school geography is to equip pupils with a reasonable knowledge of place location, it necessarily follows that the compilation of such a list (places and geographic features) for each grade and each city is one of the first steps toward satisfactory results in place geography."

The Baltimore Course of Study has the following to say regarding this matter: "There is a certain minimum amount of geographic facts which a pupil must know by the close of the elementary course."

The geography committee of the Southern California cities, in its valuable and suggestive report, defines minimum essentials as follows: "Any geographic fact, principle or the handling of any equipment which shall be of vital help in aiding the student to accomplish the aim for which the subject is taught."

The definition of the committee appears to be more rational than any of the other views quoted, but an examination of the course of study which it recommends shows an attempt to enumerate the particular facts believed necessary to reach the aim. This the writer believes to be fully as irreconcilable with the basal concepts of the new geography as the list of bald facts referred to in the first quotations.

According to the old idea, "geography is a description of the earth's surface as the home of man." Hence its subject matter must consist of facts which, as we know, are almost infinite in number. The present school geographies, built up along this line, are practically encyclopedic, as far as facts are concerned. The content of these books, as well as that of the courses of study based on them, has grown with our school system through a gradual accretion. Much of the material included is only distantly related to geography which has thus become so unwieldly and exhibits such a lack of unity that some educators have even proposed splitting it up and distributing its facts to the sciences and other related subjects.

With the idea of relieving the children from this unreasonable burden, teachers have come in recent years to ask the question: Can we not select from the thousands of facts given in the textbooks, the most of which the child cannot permanently remember, certain ones which possess real importance and which should be the permanent possession of every person who claims to be intelligent? From this has arisen the effort on the part of individuals as well as committees to agree upon a series of minimum facts, or, as they are usually called, **minimum essentials.**

No fault can be found with the above plan for eliminating what appears to be non-essential in the course of study, provided that the old definition of geography, previously quoted, that its essence consists of facts, still holds good. In reality, however, the idea of the nature of school geography is radically changing and many there are who now lay far less emphasis upon the acquisition of facts than formerly, and some, including the present writer, who hold that facts do not constitute geography at all, but are simply the **raw materials** of the subject, and that their study results in true geography **only** when considered in the light of the part which they play in making the environment as a whole what it is—that is, in the light of their **natural settings or relationships.**

Although the idea that relationship constitutes the essence of geography is not yet widely accepted because it is so new, nevertheless it must in time revolutionize the teaching of school geography. There is no question but that it is perfectly sound both philosophically and pedagogically. It gives a clean-cut definition where before was haze and obscurity and brings out the underlying unity. We do not from this point of view cease to do with facts, but we do cease making them the aim or attempting to enumerate a list of them as necessary to the aim.

On the assumption that real geographical knowledge of any region arises in proportion as we discover how the various facts concerned give rise in their mutual relations to the life conditions existing there, what shall we say of the conception **minimum essentials?** Is it still valid, or are we bound to abandon it? It seems to the writer, after careful study, that no other conclusion can be reached than that, with the passing of the old "fact geography," the conception minimum essentials must also pass. This conception can have to do only with facts and has arisen solely in an effort to reduce their number. It is absolutely inconsistent with the foundation principles of the new geography.

Formerly, when we wanted the children of Los Angeles to know their local geography, we supplied them with a lot of facts and were satisfied when they committed these to memory. Now we ask the children to know their environment—why Los Angeles is such an attractive place to live and why the people are so prosperous. We want the children to make use of all the facts possible, for the more they have and the better they use them, the more fully is the aim accomplished. The children use these facts but do not memorize them. The definition given by the committee of a minimum essential as a "fact important in reaching the aim" does not fit the case at all from this point of view. The aim which is a usable knowledge of the environment, cannot be advanced by specifying the minimum number of facts to be used. This method cannot lead to true geography. In reality the aim can be advanced only by acquiring an ability to properly use as many facts as can be gotten hold of. The larger the number of facts used and the more fully they are interpreted, the more completely is the aim attained.

To illustrate this crucial point we will take up in detail the Los Angeles problem.

Following the old geography, we have a list of facts somewhat as follows. Similar facts stated in a similar way could be collected by the thousand from all our standard geographies, and are commonly accepted as real geography:

Los Angeles is situated upon a river between the mountains and the ocean.
Broad and rich valleys open out in different directions from the city.
High and picturesque mountains lie north of the city.
The rainfall of Los Angeles is light, but upon the mountains heavy rains and snows fall.
North of the mountains lies a desert.
The soil of the plain about Los Angeles is fertile.
The climate is suited to growing subtropical fruits.
Irrigation is needed for most products.
Along the coast the climate is cool, but inland from the city it is hot in the summer.
Los Angeles has many winter visitors and is a pleasant place to live.
Many railroads and roads meet in Los Angeles.
The country around the city possesses many beautiful homes.
Manufacturing is becoming important.
The limits of the city have been extended so as to take in the harbor of San Pedro.
The city is growing very fast.

According to the new geography, the above statements are merely bits of information about Los Angeles and its environment. Considered as facts, with no serious attempt to get at the part which they play in the life and growth of the city, they have no significance for the children and cannot possibly be considered geography.

In taking up the problem of Los Angeles from the point of view of the new geography, we attempt to discover how the environing conditions have led to the growth of a great city in a region where we would hardly expect it. To do this we use all the facts about the region that we can get hold of, the more the better. The children are taught to interpret these facts as they condition and influence each other, and ultimately they reach a real understanding of the reasons for the growth of a great city in spite of important disadvantages. The conclusion reached might be stated somewhat as follows, although there are many other ways in which it could be put:

Los Angeles, in spite of the fact that it is situated on a small stream some miles from the ocean, and that mountains and deserts lie between it and other parts of our land, and that the country around has a light rainfall, is so placed in regard to the mountains and valleys of Southern California that it occupies a cross-roads where many people must pass. Notwithstanding the dryness of the valleys about the city, the high mountains on the north collect such heavy rains and snows that there is water for irrigation, and since it is situated midway between the hot interior and the cool coast it has a mild, agreeable climate. The mild climate and fertile soil make possible the growing of great quantities of semi-tropic fruits, and the railroads which have been built through the passes in the inclosing mountains permit these products to be shipped to market. The abundance of petroleum is favorable to manufacturing and the improvement of the naturally poor harbor of San Pedro has encouraged sea trade. The many industries which are thus favored, together with the mild, healthful climate, attract many permanent settlers as well as temporary visitors. For these reasons the situation of the city, which at first sight seems unfavorable, has led to its becoming one of the two largest upon the Pacific Coast.

It will be readily seen from the above that the facts which from the old point of view constitute the aim, and would be simply memorized, are here used in their natural settings as means to a higher aim—the aim of true geography.

The committee, as judged from its report, is evidently seeking the same end or aim, but its work is hindered and confused by the attempt—impossible of realization—to state the factors of that aim in terms of "minimum essentials." As well might they attempt to define what constitutes an educated person in a broad sense in terms of minimum essentials.

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A Group Picture of High School Principals and Members of the Princi

High School Principals' Convention

The convention at Asilomar was of very great interest to the educational forces of the State. Superintendent George Schultzberg, in his address of welcome, struck high-water mark, especially in his illustration on sand. The address was a model—short, sincere, truthful, appropriate as to time and occasion, and withal a wit that was natural and agreeable.

Mr. A. B. Ingham also made a very excellent speech, and Mr. T. P. Taylor of Riverside made an appropriate response. Then came the opening address of Commissioner A. C. Olney. Mr. Olney is not an orator, but he has a pleasing personality and is able to get his ideas across in a clear and definite way. His speech was loaded with suggestions for the high schools. He touched on citizenship, part-time compulsory education, vocational guidance, applied art in industry, intelligence tests, course of study, certification, salaries, and in an efficient manner outlined a progressive program for the high schools of the State, that proved him to be a thoughtful and progressive leader and a man who is sincerely devoted to the best interests of California.

Among the notable speakers who were not high school principals were Dr. Geo. W. Stone, Dr. E. R. Snyder, Margaret McNaught, Maud I. Murchie, Dr. R. J. Leonard, Dr. Wilbur, Dr. E. D. Adams, Will C. Wood, J. B. Lilliard, and Dr. A. F. Lange.

Among the high school principals who spoke were R. R. Stuart, Oakland; F. H. Sutton, Fresno; Arthur Brown, Los Angeles; H. H. Glesner, Berkeley; Rufus Mead, Pasadena; Anthony Rose, Cedarville; W. A. Otto, Fowler; James E. Addicott, San Francisco; C. E. Keyes, Oakland; James T. Preston, Berkeley; Delbert Brunton, Orange; Walter H. Nichols, Palo Alto; W. H. Snyder, Hollywood; O. S. Hubbard, Lindsay; Paul G. Ward, Red Bluff; W. H. Housh, Los Angeles; F. H. Boren, Oakland; Burt O. Kinney, South Pasadena. There were many informal discussions in which other speakers took part.

The following were the officers:

Chairman, ex officio—Mr. A. C. Olney, Commissioner of Secondary Schools.

Vice-Chairmen—Mr. Walter C. Wilson, Pasadena (presiding Tuesday evening); Mr. C. A. Langworthy, Redondo Beach (presiding Wednesday morning); Dr. E. R. Snyder, Commissioner of Vocational Education (presiding Wednesday evening); Mr. David M. Durst, Susanville (presiding Thursday morning); Mr. Harry O. Wise, San Diego (presiding Thursday afternoon).

Chairmen High School Round Tables—Mr. V. Kersey, Los Angeles; Mr. Arthur C. Brown, Los Angeles; Mr. Anthony Rose, Cedarville; Mr. Wm. A. Otto, Fowler; Mr. James E. Addicott, San Francisco.

There were less than a dozen women among the high school principals. No convention of educators, with the possible exception of Superintendents of the N. E. A., or the convention of College Presidents and Professors, would show so few feminists.

Asilomar was a happy thought on the part of Commissioner Olney. In the first place, it saved the State at least $800 per day; and in the second place, it gained the State a high degree of efficiency. The Asilomar management charged only three dollars per day for room and board, and as there were no outside attractions nor diversions the attendance and attention was 100 per cent efficient.

The Pacific Grove High School pupils, by their modest demeanor, quiet efficiency and splendid service, deserve a word of praise for waiting on the tables.

The meeting was a great success.

ITEMS OF PUBLIC INTEREST FROM PROCEEDINGS OF THE STATE BOARD OF EDUCATION, MARCH, 1920

The State Board of Education met in regular quarterly session in Sacramento, March 22-27, 1920.

Pomona College was accredited for the granting of high school credentials, beginning with the college year of 1920-21.

The following resolution was adopted:

Whereas, the greatest value of a part-time education can be secured only by closely correlating the home life, the employment and the school instruction of pupils;

Whereas, such correlation will require the services of teachers who will give their time to the co-ordination of these activities;

Whereas, this service will be the last to be provided by the average school district unless special provision is made for assisting in the support of the work; and

Whereas, one of the purposes of the Federal and State vocational education acts is to promote efficient part-time education of a general continuation character; therefore be it

Resolved, That the Commissioner of Vocational Education be and hereby is authorized to arrange with the Federal Board for Vocational Education for a modification of Division E of Part 2 of "The General Regulations of the State Board of Education for the Establishment and Maintenance of Federal and State Aided Vocational Education in the Public Intermediate and Secondary Schools of California" in such manner as to provide for reimbursement only for such service of part-time teachers as is devoted to the co-ordination of the pupils' school, employment and home activities.

The following resolution was adopted:

Whereas, the high schools of the State will the coming year be called upon to provide part-time instruction

held at Asilomar March 30 to April 2, 1920, Hon. A. C. Olney, Chairman

for some thirty thousand or forty thousand persons between the ages of sixteen and seventeen who have heretofore not been in attendance upon the schools;

Whereas, this will require about six hundred additional full-time teaching units; and

Whereas, many of the elementary school teachers now in service are by training and experience well qualified to give instruction to these part-time pupils;

First: Be it resolved, That the State Board of Education hereby authorize county boards of education to grant upon credentials issued by this Board special certificates of secondary grade, miscellaneous type, authorizing the holders thereof to instruct pupils in attendance upon part-time classes maintained under the provisions of Chapter 506 of the 1919 Session Laws, that is, the part-time education act.

Second: Be it resolved, That the standards maintained for the issuance of credentials authorizing teachers to teach in special part-time classes maintained by high schools under Chapter 506 of the 1919 Session Laws, that is, the part-time education act, shall be as follows:

The candidate shall present evidence of having had at least four years of instruction beyond that required for graduation from a high school maintaining a four-year course in advance of the eighth grade, or an amount of training and experience which will fit him equally well for the service, and in addition thereto a course of training preparing him for this special service.

The price of Studies in English, Book Two, by Robbins & Row, was fixed at 27 cents, f. o. b. Sacramento, and 35 cents, postpaid.

The following resolution was adopted:

Whereas, there are now resident in California sufficient numbers of persons adequately trained for the teaching service, many of whom have left the public school service because of inadequate compensation; and

Whereas, requests have been made that the State Board of Education lower its standards for certification of teachers in order to meet the emergency caused by such qualified teachers having left the service; and

Whereas, such lowering of standards for teaching would result in a decrease in efficiency in the public schools of this State; therefore be it

Resolved, That the State Board of Education declare it to be its policy not to lower the standards for entering the teaching work, believing as it does that the proper way to meet the emergency is to make the teaching work sufficiently remunerative as to hold teachers in the service, to induce those who have left to return, and to attract the best teaching talent to our training institutions.

Be it further resolved, That this Board express its conviction that the best way that the efficiency of the public schools can be restored is to provide funds sufficient to pay teachers a wage that will have a purchasing power at least equal to that of prewar times.

The Board authorized the employment of Miss Maud Whitlock as an expert assistant in elementary education in charge of an investigation of educational adjustments.

It was voted that the annual examination for the State high school teacher's credential be held simultaneously at the University of California, Berkeley, and at the office of the State Board of Education, 417 Union League Building, Los Angeles, for three days beginning June 28; also, that an examination in California school law for elementary teachers be held in the cities of Berkeley and Los Angeles at the same time.

The following resolution was adopted:

Whereas, there is increased demand for teachers of music in the schools of California; and

Whereas, the shortage of teachers of music is a cause of much complaint and inconvenience to school departments; therefore be it

Resolved, That this Board do all in its power to assist in bringing the supply of music teachers up to the demand, and instruct our credential department as follows:

1. To index the teachers of music already credentialed, or to be credentialed, and a list made thereof which shall be revised monthly and kept up to date as to available teachers, and that such list, noting specific type or types of music the individual is prepared to teach, revised to date, be furnished to any principal or board inquiring for a teacher of music.

2. Insert a general statement in the press, giving publicity to the fact of need for music teachers, stating the requirements for credentials, and urging those qualified to apply to the State Board for credentials.

3. Notify reputable schools and conservatories training persons in music that full and part time teachers may find satisfactory employment in the public schools of the State.

4. Urge those normal schools of the State which are suitably equipped to recognize this situation and their opportunity and responsibility in meeting the same.

5. Set examinations in music for June, at the time of the regular high school examination in Berkeley and Los Angeles, to which suitable persons may be eligible and through which eligibility for credential in one or more types of music may be determined.

6. Urge the universities, in addition to the regular content course of music in their summer schools, to arrange for a suitable pedagogical course which shall be prescribed by this Board as a requirement for applicants for credentials in music who have studied much, but taught little or not at all.

7. Select music supervisors from among those attending the recent mu-

sic conference, to draft suitable questions and requirements for the examinations to be held simultaneously at Berkeley and Los Angeles in June of this year, and to conduct such examinations.

The following resolution was adopted:

Whereas, music is being increasingly recognized as a valuable cultural and vocational subject for study in the adolescent period; and

Whereas, the conference of music supervisors called by this board and meeting in Sacramento, January 14, 1920, unanimously affirmed the wisdom of the principle of some music for all, and increased opportunity for some; therefore be it

Resolved, That this board notify the district through its secretary, the State Superintendent of Public Instruction, that music is a statutory and required subject of the elementary school, and that due attention to this subject is binding upon all school districts of California, and that the State funds may be withheld from any district failing to teach any statutory subject; further

Resolved, That the board instruct Mr. A. C. Olney, its Commissioner of Secondary Schools, to notify the high schools of the State that the board approves the idea of prescribing choral music in the freshman and sophomore years of the high school, requiring a minimum of one period per week and giving proportionate credit therefor; and further

Resolved, That this board instruct Mr. Olney, also, to notify the high schools (boards) that it favors the establishment in each high school of an elective course of study in music, vocal or instrumental, or both, requiring a minimum of one period per day, or its equivalent in time per week, and giving full credit therefor; and further

Resolved, That Mr. Olney be requested to give due publicity to the matter of these resolutions at the coming High School Principals' Convention.

Bids for manuscripts of California history to be bound with the History of the American People, recently adopted, were received from Dr. Rockwell D. Hunt, A. J. Cloud and Edna Cloud, Percy Valentine and J. D. Sweeney.

Retirement Salary Business

Refunds of erroneous salary deductions, amounting to $132.82 were granted.

Retirement salaries were granted as follows:

Five hundred dollars per annum:

Jessie Margaret Allison.....Isabell, Cal.
Lucy Shepard Beckwith .....Lompoc
Mrs. Mary W. George.....San Jose
Bertha R. Hunt.....Los Angeles
Simeon Pease Meads.....Oakland
William P. Milliken.....Oakland
Mattie Reed .....Lindsay
George W. Simpson.....East Auburn
Katherine E. Winn.....Sacramento
Nellie G. Woods.....Santa Barbara

Under Section 14 of the law:

Mrs. Sallie E. B. Anderson.....Exeter
Lorenzo Fellers .....Sebastopol
Frances L. Quinlan.....Oakland
Mrs. H. Josephine Shute.....Woodland
Mrs. Lydia D. Lawhead.....Woodland

The board adjourned to meet in joint session with the State Normal Presidents at San Diego, April 26, 1920.

Respectfully submitted,
WILL C. WOOD,
Executive Secretary.

REPORT ON BUSINESS SHOW

The first San Francisco National Business show, held at the Auditorium, March 8 to 13 inclusive, was the most satisfactory educational exhibit since the 1915 exposition. The schools of San Francisco and the bay cities took advantage of the opportunity presented for an intimate study of the typewriting and bookkeeping machines, office appliances and equipment.

Every afternoon and evening large crowds of teachers and students assembled at the attractive and interesting exhibits offered by the Gregg Publishing Company and the University of California Extension Department. The Gregg people had on display the large silver cup won by the champion typist of California. All the winners in the typewriting contests—national and state—used the Rational text and were writers of Gregg Shorthand.

All admission was by tickets and the managers of the show report that the average daily attendance was 10,000 or a gross attendance for the week of over 60,000.

Los Angeles has asked for the 1921 Business Show and it will be held in that city, providing a satisfactory building can be secured.

NOTICE

The annual examination for the State high school teachers' credential will be held simultaneously at the University of California, Berkeley, and at the office of the State Board of Education, 417 Union League Building, Los Angeles, for three days, beginning June 28. Any inquiries concerning this examination should be addressed to the State Board of Education, Sacramento, California.

THE SAN FRANCISCO SCHOOL SITUATION FROM THE VIEWPOINT OF THE TEACHERS' ASSOCIATION

The Teachers' Association of San Francisco is as wide-awake these spring days as the poppies on a wind-blown hillside, on a sunny afternoon. The langorous microbe of spring fever has no time to work its way into their system, for the Salary Increase Campaign is on! Angelo Patri, the schoolmaster of that far-away Great City, has sent out a warning cry: "The public school is falling down!" Away out here on this Western shore, the same keynote has been sounded by the efficient and enthusiastic chairman of the publicity committee, Miss Eliza D. Keith, who warns us that "It is no longer a question of 'Help the poor teachers'—it is a question of how to **Save Our Schools!**

The salaries committee of the association has been augmented to one hundred members—teachers from the grades, from the high schools, from the night schools, the principals, the supervising body, the "special" teachers; all sections of the department are represented. Meetings are held every Tuesday afternoon, when ways and means are enthusiastically discussed from every viewpoint. Many a dinner is frizzled to death awaiting the home-coming of these enthusiastic workers. Each section has met in solemn conclave, and has prepared a schedule of what they, the teachers think they should receive; pinched off a little at this corner for the sake of expediency, and patted a little at that, as the symphony of soaring prices is brought home to them. This schedule has been presented to the Board of Education, who will request the Board of Supervisors to give them a sum of money sufficiently large to allow the teachers an adequate raise. The Board of Education and the superintendent of schools stand solidly behind the teachers. The daily papers are with them—in news items, in editorials, in cartoons, clever and telling. Even the children realize that "Teacher" is poorly paid, and is liable to float away to another "job," an arrangement by no means to be desired, for, contrary to the bugaboo of tradition, "Teacher" is very near to the heart of the San Francisco child. The women's clubs, the improvement clubs, the church clubs, the busy down-town people,

¶We go on record as being emphatically in favor of increased salaries for teachers.

¶We are cognizant of existing wage scales paid the teaching profession and consider them inadequate.

¶We shall lend every possible effort to aid teachers in their fight for a living wage.

¶We are willing to pay higher taxes if necessary to give teachers just compensation.

¶We believe the future of America is in the hands of our teachers.

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San Francisco

are all endorsing the teachers' plea. The "movies" are in the game, with slides and reels, to help along the cause. A wee bit of opposition from a quarter puffed into prominence by an exaggeration of its own importance has lent zest to the fight.

"San Francisco has never been niggardly with her schools," says Miss Keith, "but 1906 is not very far behind us, and she has been struggling with the problem of rehabilitation and that of expansion with revenues unequal to the task."

But a way will be found, and before the summer winds are blowing the afternoon mists in from the ocean as they have been blowing all the summers since the days of the good old Padres, the committee of one hundred will have announced a successful finale to its 1920 campaign.

One hears much nowadays, through educational exchanges, of the necessity of teachers' advisory councils, and of teachers through their clubs, demanding recognition by their boards of education and their superintendents of schools. Here in San Francisco the problem has solved itself. For many seasons past the superintendent has called the teachers into conference to aid in framing courses of study, and whole subjects have been turned over and completed by them.

Some time ago, with true democratic spirit, the Board of Education invited the president of the Teachers' Association to sit with the board at its regular meetings as an advisory councilor. So, every week, the president, Mrs. Marjorie Stuart, brings to the meetings of the board the viewpoint of the teacher as shown to her in committee work and in meetings assembled. She carries to them the needs of the child, as observed by her in the class room work, and in her daily supervision and mingling with the children upon the playground during the recess periods.

But salaries and satisfactory supervision are not all to the Teachers' Association of San Francisco. In its own little, quiet, unobtrusive way, the teachers' loan fund is doing a wonderful work. Founded only a year and a half ago in memory of a well-beloved teacher, it has grown through voluntary contributions of twenty-five cents per term, till now there is a thousand dollars and more snugly tucked away, to be had for the asking by the teacher who needs it. Under the able chairmanship of Miss Elizabeth E. Kelly of the Bryant School, this fund has grown. Teachers borrow from it and pay back as they can and when they can. No one knows who they are but the quiet committee women, who remembers only the peace and the comfort that have been brought to wearied, troubled minds.

The legislative committee of the association, with Miss Edith Pence of Lowell High at the helm, is keeping in close touch with the State Board of Education in reference to the certification of teachers, and is safeguarding the interests of our California-trained teachers. The committee is also watching closely all matters connected with the teachers' annuity.

Take it all in all, the Teachers' Association of San Francisco may in all modesty be proud of its work. It is keen-eyed to all that pertains to the welfare of the teacher. But there is still time and place for the touch of sentiment, without which all work with children would be a mockery. At the last meeting the governing council—the executive body of the association—adjourned in memory of Captain Andrew Jackson Itsill, who for many years was in charge of the school at Hunter's Point, and who recently passed away. A moment they paused in loving memory of Jean Parker, whose presence was an inspiration to them and to the countless numbers of girls who passed through the school which bears her name.

FRANCES A. C. MOONEY,
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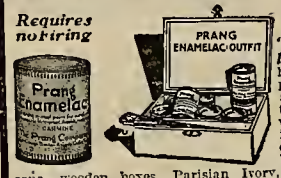

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TEXTBOOKS AND AMERICANIZATION

Grant that there is a spiritual strain in that illusive complex we call Americanism, and a lot of what we call Americanization work in the elementary schools begins to look extremely materialistic. It smacks of dollars as an end in the struggle rather than inspired human beings. There is a difference. It is a bid for "bread alone," which never yet completely solved any nation's problem.

Grant again that real patriotism anywhere is almost one hundred per cent inspiration (was it not so during our participation in the war?), and you will begin to recall what children really are. They are story-loving; they revel in the marvelous, the fanciful, the heroic. They are natural-born "scouts," pioneers, adventurers, red-cross nurses. They start in the realms of fancy and one day awake to the thought that heroism has a personal reference to themselves, for do not scouts, pioneers, leaders of men, all belong also to their own country? Finally, note well, ye who shudder at the mutterings and sputterings from the great American melting pot, they are the greatest hold we have upon their parents.

It is clear that the books for children must first catch their fancy; then respond to their hero-worship and give them the scouts, the pioneers, the leaders, and finally culminate in an inspired, a spiritual, not a materialistic, patriotism. No book company has contributed so definitely to that end as the American Book Company. It undertook the task years ago, and its library is a very complete one. Guerber, Haaren and Poland, Baldwin, Johonnot, Rolfe and Dutton, all have contributed from the folk lore and history of ancient and modern peoples. But the Company's publications that depict American life, growth, history, are even more significant. There are, for example, Otis' six stories of the Colonial series, such as Peter of Amsterdam, and his six of the Pioneer series, such as Martha of California, all in a setting, both geographical and historical, that is true to life. There is Baldwin's American Book of Golden Deeds, his Four Great Americans, Abraham Lincoln, Discovery of the Old Northwest, and Conquest of the Old Northwest. Then there are Beebe's Four American Naval Heroes, Burton's Four American Patriots, and Story of Lafayette, Cody's Four American Poets, and Four American Writers, Coe's Founders of Our Country, and Makers of the Nation, Eggleston's Stories of Great Americans for Little Americans, and Stories of American Life and Adventure, Foote and Skinner's Explorers and Founders of America, and Makers and Defenders of America, Kingsley's Four American Explorers, and Story of Lewis and Clark, Lucia's Story of American Discoveries for Little Americans, Nicholson's Stories of Dixie, Perry's Four American Inventors, Whitehead's Two Great Southerners, Winterburn's Spanish in the Southwest. Do you suppose for a moment that a child could read a fair, a reasonable share of that list and not imbibe the real spirit of Americanism? And isn't that Americanization? Though the above list is not by any means complete, note that it has completeness of interests, of viewpoints, and of sections without sectionalism. It is a unique library.

But the American Book Company is fully up to date, even in these days when history comes so fast it is forgotten overnight in the presence of a new thrill at dawn. Before we entered the war this company had published McBrien's America First, which contains, besides an American drama for eighth or ninth grades, the best collection extant of selections breathing the spirit of present-day Americans, such as Roosevelt, Lane, Wilson, Lodge, Archbishop Ireland, Bryan, James Whitcomb Riley.

Then came McKinley, Coulomb and Gerson's History of the Great War, written at the request of the United States Bureau of Historical Service. Without going at all into the horror of that warfare, this book does make plain our historical position in the conflict, and what is of greatest significance in a school book, the true spirit that actuated our participation.

And now comes Baldwin and Livengood's Sailing the Seas—The Log of Tom Drake, a story of revivified American shipping, with a charm so appealing in all its local color, its fidelity to industrial and historical details, its gripping narrative that it will be read by many an old boy. This book was written at the request of Edward N. Hurley, former chairman of the United States Shipping Board, who has written the introduction and who says, " . . . they have written a real story about a boy who is just like thousands of other American boys living inland today, and have shown how he went to sea, and what he saw and learned, and how he rose in the business of being a seaman, and they have put into this story many facts about the American ships of today, . . ." In a word, there is in the book not merely the matter, but the spirit, of American achievement. That is what we want in Americanization.

The Cora L. Williams Institute of Creative Art

I visited the Cora L. Williams School in its picturesque location overlooking the Golden Gate and environed by the Berkeley Hills. It is a beautiful spot, and the wonderful building seems to have dropped from dreamland for the purpose of giving Miss Williams a place to properly house her ideas. It was not the grounds or the buildings that gave me the most inspiring impression. It was the children and their management of the assembly—the practical demonstration of the art of self-expression—the development of the creative art in speech. The children had mastered that ogre of the school room—self-consciousness—killed him, stamped upon him, and, I trust, will bury him good and deep, so that all children, like these children, may have self-expression without physical fear; may think with mental and spiritual freedom.

I had to visit the school to really appreciate what this modest, sincere woman was doing. I remember her teaching mathematics years ago at Santa Ana, then in Oakland, and now to see her at the head of one of the most unusual schools in the world, in an environment unequalled for beauty and availability, was indeed a pleasure. Please note that the paintings of the children of the school will be on exhibition in the California School of Fine Arts in the near future. I think Miss Williams, in her March bulletin on the making of reports, has written a characteristic article of interest to all school people.

"On the Making of Reports

"Dear Mr. Parent:

"You are expecting a report from me concerning Jimmie's work, what progress he is making in his studies, and something of his growth and development generally. That report I shall be glad to make, providing you and I can agree upon a system of measurement. Unless we have the same ideals and educational values, Jimmie is likely to suffer distortion in your eyes through my account of him, and that is the last thing I should want.

"The making of reports is not the simple matter that parents take it to be. I do not refer to the labor required—and income tax reports do not involve more of painstaking care and multiplicity of detail—but to the lack of a common basis for measuring. There are no adequate values when it comes to the things of the mind. What is a fair mark with me may seem a low one to you, or vice versa. Hence exercise all the care I may, there is danger that my report induce a warp or twist in Jimmie's world.

"Very true, you say, but you can tell me if Jimmie is doing well in his studies? You have put the question wrong end to. You should ask, are the studies doing well in Jimmie? Are they growing in him a consciousness of a larger selfhood, or are they filling his mind with 'chunks of unassimilated ideas,' as Bernard Shaw says he finds the minds of most educated persons to be?

" 'To demand of growing children a standard of minuteness in regard to content knowledge which is never practiced by their elders is the height of absurdity,' says the bulletin of the Association for the Advancement of Progressive Education, and it adds, 'Our geographies, our histories, our arithmetics, are full of facts which are of little value, and which no adult person would attempt for a moment to carry in his mind. To demand of the pupil that he memorize such facts for the daily lesson, accumulating rapidly a body of material which when the brain cells reach a point of saturation must soon be replaced by new and equally valueless material, is to condemn the student to the condition of a donkey which is kept forever chasing its meal-bag without once getting a square meal.' And the leaders of the movement go so far as to say that children should not be required to memorize any facts for the daily recitation which do not seem to adult people worthy of carrying in the mind from year to year. That the remedy is extreme shows how bad is the case against formal education.

"Would you be informed as to how Jimmie is growing, study Jimmie. He is his own up-to-date, unbiased report. And be sure that in your studying you are sympathetic and constructive, not analytical and over-anxious. Remember that criticism is to the soul what the knife is to the body. Would you truly know Jimmie, be at one with him in his hopes and aspirations. All this will take time, and you will most likely say that you have little to give. I ask, what does it profit a man if he gain the whole world and lose his son?"

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The San Francisco Board of Education has adopted a salary schedule that the Teachers' Association of San Francisco recommended. It places the minimum salary for first, seventh and eighth grades at $1500, maximum $2000; second, third and fourth grades, minimum $1400, maximum $1900; fifth and sixth grades, minimum $1450, maximum $1950; high school, minimum $1750, maximum $2250. This requires the Board of Supervisors to increase the school budget nearly a million dollars. The Board of Education has acted wisely and within the spirit of conservative progress by giving a larger percentage of increase to the lowest paid teachers in the department.

Superintendent John F. West of Pasadena, at a dinner of the executive committee of the California Teachers' Association in San Francisco on April 12th, toasted Mark Keppel as the next governor of California.

Hon. Samuel M. Shortridge, in a speech before the State Convention of Supervisors in San Francisco, advocated that the members levy sufficient funds to pay adequate salaries to teachers. Sam was once a teacher of a rural school in Napa, and has always been the friend of educators. He has not been an office seeker, but has always given his time and ability to the promotion of that which is best in our civic and political life. The people in the year 1920 will send him to the United States Senate, and California will have in him a Senator who, like the late Stephen M. White, will be recognized for the highest gifts of statesmanship. The people will vote for Mr. Shortridge, not because he is not a millionaire, but because he is so rich in all the qualities that go to make an ideal Senator.

Margaret Burke-Campbell, president of California Federation of School Women's Clubs, arranged a fine program for the annual meeting at Sacramento for April 17. She presided with her usual wit and cleverness.

Roy Cloud and Will C. Wood will visit the coast-side schools of San Mateo County in April. Superintendent Cloud will introduce Mr. Wood to the most beautiful, most rugged and altogether scenic coast line in the world. The domestic science department of the Half Moon High School furnished a fine dinner to Mr. Wood, Mr. Cloud, the teachers and Trustees on Monday, April 19.

The California Schoolmasters' Club held an interesting meeting on Saturday evening, April 10th, at Hotel Whitcomb. Dr. David Starr Jordan and Tully Knoles were the principal speakers. A. B. Anderson of the State Normal School of San Francisco presided.

A. J. Cloud and Edna Wilson Cloud have submitted a manuscript on California history to the State Board of Education for consideration, to be used as a supplement with the State text. Mrs. Cloud is a woman of rare literary ability and Mr. Cloud, in the course of study on history for the San Francisco schools, gave what is considered to be a standardized course for all schools. It is certainly to be hoped that the manuscript will be placed in the hands of the children of the State in one form or other.

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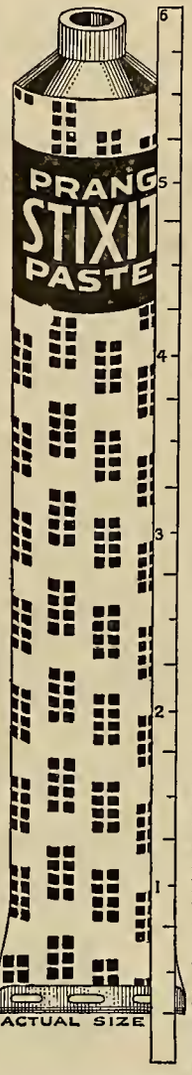

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The California Polytechnic School at San Luis Obispo has arranged with the U. S. Government to conduct educational classes for the vocational training of disabled soldiers. R. W. Ryder, the director of the institution, has taken up the work with great vigor. Accommodations have already been made for seventy-five students and will soon be prepared to accommodate one hundred and fifty. This institution is especially well fitted for this class of work; fine buildings, fine grounds, fine climate, and a fine corps of teachers.

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School Boards, Teachers and other citizens should respond to the campaign through the initiative measure for more money for elementary schools, endorsed by State School Administration. Mark Keppel, Los Angeles, Chairman of the Promotion Committee.

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MEETINGS

Bay Section the California Teachers' Association; H. B. Wilson, President, Berkeley, Cal.; W. L. Glascock, Sec-

Northern California Teachers' Association, Ella McCleary, President, Sacramento, Cal.; Mrs. Minnie O'Neil, Secretary.

Central California Teachers' Association, Jerome O. Cross, Fresno, Cal., President.

Southern California Teachers' Association, Carleton Wheeler, President, Los Angeles; Dr. A. E. Wilson, Secretary, Los Angeles.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs. Mrs. M. R. O'Neil, Sacramento, Cal., President; Mrs. I. M. C. Smith, Sacramento, Cal., Secretary.

Central Coast Section the California Teachers' Association; R. B. Leland, San Jose, President; G. A. Bond, Santa Cruz, Secretary.

California Education Officers, Sacramento, Cal., Hon. Will C. Wood, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Albert C. Olney, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Stanley B. Wilson, Mrs. Agnes Ray, George W. Stone, Mr. Lester J. Hinsdale, Sacramento; Elizabeth R. Phillips, Porterville.

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ALICE ROSE POWER, School Director, City and County of San Francisco, San Francisco, Associate Editor.

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ON WHEELS

Featuring Incidents at San Diego, Riverside, Mission Inn, Librarians' Convention and Los Angeles

By Harr Wagner

"Where the mountains stop just short of majesty
And the rivers creep like cowards to the sea."

San Diego, like Naples, has the curving shore of the bay, and the blue waters that make a beautiful foreground to the city built upon the surrounding hills. The history of California began at San Diego, for here Cabrillo first walked the lonesome sands, and Serra found the Copa de Oro. I found in the lobby of the U. S. Grant Hotel members of the State Board of Education, presidents of State Normal Schools, E. C. Boynton, who is representing the teachers' agencies and who is rightly and properly desirous of the State Board of Education placing teachers' agencies in a class separate and distinct from employment offices; also Elizabeth Adams of the Gregg Publishing Company, who had just arrived flushed with victory from Arizona with the brown dust of the desert still upon her. The report of these epoch-making meetings appear elsewhere in this issue. I wandered out to the Logan School, San Diego, one morning and heard Superintendent Johnson deliver an open-air address to the boys and girls on his wonderful school program. The children applauded and seemed to appreciate the fact that they were considered a factor in bond issues, in playgrounds, and in junior high school activities. It would seem quite old-fashioned and out of date for a speaker to talk of truth, loyalty, honesty, etc., and yet the salute of the flag and the indirect method of teaching fundamental truths seem to be effective. Mrs. Mabel O'Farrell, who was just beginning her work as a teacher in the salad days of my educational youth at San Diego, has accomplished much in this school and has been its efficient principal for twenty-one years. Mrs. Halliday, one of her assistants, was busy with educational tests, and the entire school showed progressive educational efficiency. At the beautiful high school on the hill that has made history for San Diego, Harry Wise is giving an efficient administration. I recall the names of a few of the principals of this school who have figured in affairs educational and business. J. A. Rice, Mr. Hyatt (not Edward H.), Frank P. Davidson (Now of Chico), Mr. Halliday, Edward L. Hardy (president of San Diego Normal School), Duncan Mackinnon (president of a bank in San Diego), and Arthur Gould, now assistant superintendent of Los Angeles in charge of the high school work. At the courthouse I met F. F. Martin, superintendent of schools, successor to John F. West. Mr. Martin as an administrator is taking high rank. San Diego county with its fine schools, live and alert citizenship, new progress and opportunity for constructive work, is certainly a big job for any man, and Mr. Martin will put over an educational program that is worth while. He has a fine co-worker in J. D. Simpkins of the Board of Education and supervising principal of the East San Diego Schools. Mr. Simpkins has ideal schools on the mesa east of San Diego—new homes, new people, new schools, new citizenship.

While in San Diego I met my old friend, O. J. Stough, who at the age of 102 retains his enthusiasm for life, has a resonant voice, loves flowers, poetry and takes an occasional dip in the ocean in winter just to prove that San Diego has a climate.

It is a delightful trip by auto stage or train to Riverside from San Diego. At the picturesque Mission Inn the librarians of the state were assembled. There were many interesting addresses on library work delivered. Clara B. Dills, Milton J. Ferguson, Julia Babcock, John Stevens McGroarty, Joseph F. Daniels, Edward Mead and John Collier were among the speakers. Carleton B. Joeckel presided. Miss Provines of Sacramento was elected president. Mr. Daniels acted as host, and he was a good one. His Irish stories in the late hours, his speeches in the convention, and his good fellowship, were all features of the meeting. The most attractive feature, however, was the Mission Inn itself. Its exquisite setting, the gracious hospitality of Mr. Miller, and his assistants, the baskets of fruit in each room, with the sentiments of friendship, all gave the place a uniqueness and a character that will have a permanent effect on the guests.

Mr. Miller has taught the State of California, as no other man has been able to do, the value of sentiment in our business —our schools, our libraries and our homes should begin a campaign for more sentiment. It is the bit of sentiment in art, in poetry and song that has held the world together—and now when business efficiency means dollars, when education means a trade—when literature means a best seller—when homes mean a modern apartment house — it is well that we have some one like Frank Miller to nail a bit of poetry on the cross of gold. At Los Angeles I found Mrs. Dorsey and the deputies busy with the examination of candidates for elementary school principalship. Whether the results of any examination will be a real test or not it will nevertheless stimulate a certain kind of efficiency. Whether the modern, efficient teacher with inherent equipment for the larger job will be overlooked or not, it is hard to say. It is an interesting experiment, however—and may result in securing a high grade and efficient corps of principals for elementary schools. I met Robert H. Lane, who has made rapid progress the last few years in educational work and is now assistant Superintendent of Schools. He is one of the new young men with a delightful personality and a good sound business sense. He is a rare combination of school man and real man, citizen and educator.

In the Hall of Records, County Superintendent of Schools Mark Keppel had a waiting line. In the interesting group of trustees, book men, teachers, farmers, lawyers, reporters, was Supt. G. V. Whaley of Pomona, who has developed a large program for the union of high school districts. Keppel is as usual leading the crusade for better legislation and is the father, or the stepfather at least, of the initiative amendment of more money for the elementary schools. The year 1920 will be the water-

shed in the natural flow of sentiment for teachers' salaries. At Riverside, at San Bernardino, at San Diego and other places there is a determined effort to have the supervisors provide the limit, and in several counties to go above the limit by a flat increase of the total assessment of all properties. More money for the elementary schools is the right slogan for 1920, but we in 1921 will hear a wild cry from Macedonia, and that cry will be, "Give us the maximum of school efficiency with the minimum of expenditures." The great educational leader will be the man who will shorten courses, consolidate classes, eliminate unnecessary and unproductive teachers, develop the earning capacity of children, before they are thirty years of age, and reduce the cost of education per child in the elementary schools, high schools and universities, and yet have the earning capacity, the integrity and good citizenship that should belong to men or women educated by the State.

A PLEA FOR A DEFINITE SCHOOL PROGRAM IN THE CULTURE OF THE AESTHETIC

By Ada York
Assistant County Superintendent of Schools of San Diego County

In a country school where I lately visited, the hours seemed long. If to me, a grown-up, the minutes went with heavy feet, how must it be with little tots who every day spend these wonderful hours of existence at tasks of learning? Oh, so dull it seemed as the reading and the writing and the book-cover designing went on. I was impatient to be out in the glorious out-of-doors where sang the birds and danced the sunshine on the earth and sky.

"God's in His Heaven!" We, his earth-children, are in the midst of beauty, but we must be taught to see that beauty. This is the lesson that the school must teach. And how?

Education must be practical. Our little tads are in school to learn the mechanics of their life business, the art of living. They must read, they must write, they must draw, they must figure, and they must think. Now, when it comes to this latter end of all their training, on what thought-content are they being nurtured?

The school-room is a work-shop. We leave the out-of-doors, this place of loveliness incomparable and for the best hours of the day, God's priceless gift to His earth-children, we shut ourselves within walls that we may master the mechanics of living.

Well, then, during this enforced imprisonment of our children, let us make this workshop at least suggestive of Nature's wealth of loveliness.

Let it be clean and orderly. Have the furniture showing up at its very best. Have pictures (change them often); have bits of statuary (change these, too), and have fresh growing life on the tables and window-sills. May we urge that the containers be in themselves exponents of the grammar of ornament? Let Mason jars and olive bottles serve their utilitarian purposes, but let us spare the flowers the indignity of being exhibited in them. Let us have a pot of growing plants, a bowl of cut flowers, a basket of fruit betimes, something that relieves the dreariness of indoors and furnishes the mind the needed escape to that realm where dwells "the choir invisible."

Especially, let us have the children clean and wholesome, fresh in their growing loveliness. Make personal cleanliness the summum bonum of all effort, for this we desire above all things else, to approach the ideal of our lives, beauty expressed. The atmosphere of the place where we stay is secondary to that personal atmosphere for which we as individuals are responsible. Our children can easily learn that lesson; and clean skins, well-kept hands, and clothes bravely trying to reach the standard may be the rule in every schoolroom.

Each little school-building perched on the hillside, or tucked away in the valley, may become literally the doorway to heaven, the place where children learn of the great All-Father through studying His handiwork. My plea is for this inspirational teaching, this direct spreading of the gospel of beauty, bespeaking a deliberate laying-out of subject matter for our children's thought along the avenues of appreciation of the soul's heritage to the end that daily life may be enriched.

It seems as if effort in this direction were being neglected in the zeal with which we are pursuing mere means of culture, this dwelling eternally on the mechanics and ignoring the real end of all education. It is like training a child to read and omitting to teach him what to read. Let us train for vision.

You may call these platitudes and shrug your shoulders impatiently; but my observation leads me to believe that we need to bestir ourselves along these lines in our rural schools. There, where the horizon of the children, while so wide actually, is especially limited in experiences tending toward the development of their aesthetic nature, we need most vigilantly to light the torches that show the path along which the apostles of beauty have passed.

Each human being has his personal stock in trade and with this natural endowment he sets out to accomplish the purpose of his life. If it is beauty expressed, as might logically seem the design of all life, then every step of his progress toward the end should be actuated by the desire to be and to do the beautiful. To know the beautiful is then an ideal of education.

When our children leave the elementary school, they should have already made many excursions into that "realm of gold", the guide-books thereto should be treasured bits of personal property; familiar strains of music made famous by time, great pictures, likenesses of gifted exponents of beauty in any of its various forms should be as much theirs as the power to read or the knowledge of the facts of American history.

Nothing without design can have constructive value. For this subject, as in all others, we must outline our plans. We must have some definite object each week, each day. Let us pour out our libation to the gods, let us turn our thoughts to the spirit of life with some purpose a part of each day.

Does not depend upon opportunity or intellectual brilliancy of any kind, because it is well known that uneducated people often acquire great wealth, while cultured and talented people remain in poverty.

Again, it does not depend upon capital, because many men with large capital lose it, while others with no capital acquire phenomenal wealth.

Nor does it depend upon getting into any particular business. Men secure independence in every business, while others in the same business remain in want.

Whatever finds a place in human experience is the result of the thinking process, and the determining factors are therefore within your own control.

This may seem "too good to be true," but if you will consider that by the touch of a button or the turn of a lever science has placed almost infinite resources at the disposal of man, it becomes evident that there may be still other laws not generally known which contain even greater possibilities.

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We can begin with nature and can go on to art, literature, music; and through these mediums we can lead the children to feel the pulsation of the great heart of beauty, this indefinable spirit that surrounds us and of which we are a part.

Some definite approaches to the teaching may be here suggested. Teachers drawing on their own resources will quickly see possibilities for enlarging and intensifying the means of accomplishing the desired training.

It is, of course, a known fact that many teachers are giving thought to the aesthetic development of their pupils and are alert for opportunities to point out beauty of environment and wealth of heritage in the world of art. My plea is to trust not to the casual, but to incorporate our aim in the daily program, to approach this, the chief subject, as we do physical culture or academic learning.

The Morning Talk.—The morning talk becomes easily the most prominent opportunity for promulgating the doctrine of seeing and knowing our world. Without preaching, still let us find "tongues in trees, books in the running brooks, sermons in stones and good in everything."

The Calendar Record.—The habit of keeping a record of the weather in a blackboard calendar is a strong incentive to the observation of the facts of environment. Children with this habit do not go with their gaze fixed into empty space. Seeing as they go, they are never at a loss for diversion. The love of nature has been the very gate of heaven for many a man during his sojourn on earth. The seeing eye begets the thinking mind.

Portfolios.—The portfolio idea is elastic and can cover a wide space. We may have collections of pictures for Art only, we may have them for Biographies, for History, for Geography, for Literary Shrines, for Nature, the birds, the butterflies, the flowers, the trees.

As a concrete example, say, we collect copies of the Rosa Bonheur paintings. Let us type a simple child's story of her life and work. Let us make some of the pictures live. If we happen to be talking about "The Horse Fair," let us mention that the real painting is in the Metropolitan Art Museum in New York City and that we may see it there some day. Children dream of those possibilities. Some of us have cherished all our lives the hope of some such pilgrimage; and even if we never went the road of our dreams, we have had a richer life for the treasured "air-castle."

These Rosa Bonheur pictures would be the contents of one portfolio. The portfolios are accessible when there are bits of leisure after a finished lesson.

It is safe to predict that in some schoolrooms would appear a table or a low shelf that could become a portfolio work-shop. Here, children might make their own portfolios, bringing the material from magazine explorations on "at home" days. Mothers would gladly help.

Occupational Plans.—In all the seat work of the children, the thought of arrangement of material can be measured by the standard of correct form. Always the result of our effort is to be beauty expressed. It was Keats who crystallized forever the thought: "Beauty is truth, truth, beauty, that is all ye know on earth and all ye need to know." May we say parenthetically that the insistent claim of beauty permeates the language lessons, both oral and written? Children can acquire the charm of correct use of voice and language. They can discriminate between good enunciation and slovenly speaking.

Music.—The phonograph in the rural school used with discretion can be an important aid to inculcating the appreciation of real music and can lay the foundation for a study of the history of music. Here is a possibility of enhancing the value of the portfolio device.

Perhaps we are learning a bit about Mozart, the child prodigy. We have his picture and pictures about him. Let us have some of his melodies played. Perhaps the well-known Minuet from Don Giovanni can be sung by the children as used in the old boat song: "O'er the waters gliding, our bark pursues her way."

If we have McDowell's "To a Wild Rose," we can illuminate the whole scene by teaching Thomas Bailey Aldrich's exquisite ten lines called "Memory."

These are mere hints of what we can easily do, so easily that we wonder why we omit to do them. They are little things calling for a small expenditure of time, a negligible fraction from our full five hours, yet the influence they would cast would be for all time.

A friend, who is now in Honduras, wrote me the other day this tiny sketch of the view he was at that instant having: "The little pack mules switch their tails and stamp impatiently out yonder where the engineers are picking up their traps to go into the field. Pretty soon the procession will set out. They will swim the Cangrejal and push on into the wilderness of knife-edged bamboo and tough palms and vine-festooned hardwoods. They look lingeringly on civilization today and go forth to carry the torch into the high interior.

"There will be no more letters, no more newspapers, no more sitting down to table for months. There will be terrible trails, monotonous food, hard work, and rough exposure. Some very distant day may see the fruits of their labors. . . ."

I find very suggestive that phrase, "to carry the torch into the high interior." It seems to epitomize the romance and the heroism that are synonymous with the work of the engineer in the history of civilization.

The roadbuilders, they who have made it possible for man to take to man the things that stand for progress, the great bridge-builders, they who have annihilated space, they are romantic figures in the history of the progress of civilization.

Are not our teachers engineers also? Constructive dreamers who are privileged "to carry the torch into the high interior?" Especially they who leave city life behind must keep the torch forever fed with new flame kindled at the altar of truth and beauty.

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A DOCUMENT ON TEACHERS' ORGANIZATION OF GREAT INTEREST AT THIS TIME

Report of the Committee on Advisory Councils

The committee has made a thorough study of the plan proposed for an Advisory Council for San Francisco. It has sought to determine whether such an organization is necessary and whether it is suited to our conditions; whether it could accomplish things which could not be attained under our present organization; whether the plan offers any improvements in administration over our present plan; whether additional machinery would be a help or a hindrance.

The committee submits:

1. An analysis of the plan as presented;
2. A comparison with our existing organization;
3. The committee's findings.

Purpose of the Proposed Advisory Council

To provide a means of recording the expression of opinion of the men and women of experience and judgment who come closest to the problems affecting the schools, the children and the teachers.

To furnish information and the opinions of the teaching staff upon questions submitted by the Board of Education, the superintendent of schools or initiated by the council.

For the introduction of recommendations concerning any of the problems affecting the welfare of the schools.

To establish and expedite means of communication between the teaching body and the administration.

To secure a more active participation of the teachers in the professional direction of the schools.

To foster a spirit of dignity and responsibility in the teaching staff by employing its experience and judgment in the formation of school policies.

The committee is thoroughly in sympathy with these purposes.

Formation and Operation of the Proposed Advisory Council

It is to consist of one elementary teacher for every fifty elementary teachers; one high school teacher for every fifty high school teachers; one principal for every fifty principals. Each group is to elect its own representatives annually at the county institute. No mention is made of special teachers or supervisors as such.

This would create a body of about forty who would consider important topics in public conference and present to the proper authorities their findings and conclusions and bring back to the teaching body the results of such findings and conclusions, and who would be official spokesmen for the teachers.

As we already have an organization recognized by the teachers and by the administration as official and as two such bodies, each claiming to represent the teachers, could not function side by side without endless discord and confusion, the committee has made a careful analysis of our present organization, compared it with the proposed system, weighed one against the other and tried to determine which plan seemed fittest and should therefore survive.

The Governing Council of the San Francisco Teachers' Association is made up of one representative from each school, and one additional representative for schools having more than twenty-five teachers; one principal for every 200 teachers or major fraction thereof; one special subject supervisor; one representative for every twenty-five teachers not listed with a particular school. It ignores all other organizations and represents every member of the teaching staff once and once only.

The Advisory Council has one representative for every fifty teachers chosen at large. The present Governing Council has one member from each school chosen by the teachers of that school.

Comparing the plan of electing delegates at large with the "school unit" plan, we find a weak point in the Advisory Council plan. Many schools would have no member of the faculty on the Advisory Council. Under our present plan every school is represented and the delegate is associated daily with the people she represents. She can bring their ideas to the council and take back to them ideas from the council. The ideal representative is one who knows what his constituents want and can keep them informed to date on what is being done in the council to which he is sent.

The Advisory Council plan might result in a small body of teachers acting as spokesmen for us all and having insufficient knowledge of our wishes in the matter involved.

The "school-unit" plan affords opportunity for teachers of ability who are known only in their own schools to be elected to the Governing Council. Thus valuable material is constantly being recruited and developed through service and the interest and broadened vision of these new representatives coupled with the sustained interest of those who have already served should create in the teaching body of San Francisco a professional spirit which would be a valuable asset not only in the teachers' association but in the community. The "school-unit" plan, the plan of our Governing Council of the San Francisco Teachers' Association, your committee believes is the best possible plan for teacher representation.

The Advisory Council limits membership on committees to members of the council.

The San Francisco Teachers' Association in order to secure all available talent to maintain as wide an interest as possible, allows committees to be selected from the association at large. Here again the present plan is more democratic.

The proposed Advisory Council is to be a body brought into existence "only by the act of the administration" and it is stated that the administration "alone has the power to ask or receive its counsel."

The San Francisco Teachers' Association is an organization created by the teachers themselves and recognized as official by resolution of the Board of Education. It is not limited in its scope to dealing with the administration. It has dealt with other civic bodies and may speak officially for the teachers of San Francisco wherever and whenever the San Francisco Teachers' Association may so direct.

The committee therefore finds:

(1) That the proposed Advisory Council is unnecessary inasmuch as the Governing Council of San Francisco Teachers' Association is fully competent to perform all the functions of the proposed Advisory Council, and

(2) That the proposed Advisory Council is undesirable and unsuited to San Francisco conditions in that it would create a second group claiming to represent the entire teaching body of San Francisco and the committee believes that we have in the Governing Council of the San Francisco Teachers' Association a body similar in purpose, more democratic in organization, broader in field of activity and more truly representative of the teachers of San Francisco than the group provided for in the Advisory Council.

The Advisory Council idea may well be encouraged in communities where there is no well organized teachers' association and be used as a stepping stone to the formation of such an all-inclusive, democratic body as already exists in San Francisco.

What we in San Francisco need is not more machinery but a more whole-hearted and enthusiastic use of the machinery we already have.

GEORGIA HAWKINS, Chairman.

Committee on Advisory Councils: Miss Georgia Hawkins, Mr. Aaron Altmann, Miss Julia Coffey, Miss Emily Grant, Miss Margaret Olsen, Mr. Charles Walsh, Miss Anne Hunt, Miss Eliza Keith.

RECORD MAKING RESOLUTION

Of the San Francisco Board of Education on the Subject of Affiliation of Public School Teachers with Labor Unions

Office of the Board of Education
Circular No. 203
April 27, 1920.

To the Principals and Teachers of the San Francisco School Department.

Ladies and Gentlemen:

You are hereby notified that at a meeting of the Board of Education held April 24, 1920, the following report of the Committee of the Whole was approved and the resolutions contained therein adopted:

"The Committee of the Whole reports that on December 19, 1919, the Board, by unanimous vote, formally declared that affiliation with an organization which by its very nature limits its membership to one class of the people is inconsistent with the service owed to the public by teachers who, 'as quasi-public officials, owe loyalty to the whole body of the people' and that membership in such an organization is 'violative of the duty of teachers as agents of the government.'

"Soldiers, policemen, firemen and teachers, because of the impartial, non-partisan service they owe the public as representatives of the government, are prohibited from forming organizations and affiliations that are perfectly proper in the ordinary fields of industry. In the case of teachers such prohibition is the stronger and the more imperative because of the vital fact that theirs is a work involving, not the handling of the products of the forge and the work-bench, but the moulding for good or ill of human minds and souls, in the carrying out of which sacred duty, such teachers, specially trained and solemnly consecrated as they are to do their supreme best with the precious material entrusted to their care, must be kept free from even the most remote chance of possible injurious outside influence.

"The Committee of the Whole reports that, notwithstanding the formal declaration of policy above referred to, the Board received at its last meeting a communication signed by a teacher as president of the San Francisco Federation of Teachers, af-

filiated as above described, this being the first evidence of the continued existence of said organization since the adoption of the December resolution above referred to.

"The committee deems it the prime duty of the Board of Education to safeguard the interests of all the children of all the people, regardless of class, and to protect the public schools from the ruin that would result if they became involved in industrial strife, as positively as it is also the duty of the Board to safeguard them against political partisanship or religious controversy.

"The committee advises that the policy heretofore announced be now reduced to a formal rule and therefore recommends the adoption of the following resolution:

"Resolved, That teachers of the San Francisco School Department, individually and collectively, be and they are hereby prohibited from forming, joining or maintaining any organization affiliated with any body, association or organization having power to call a strike or walk-out; further

"Resolved, That this resolution shall not be construed as applying to vocational teachers who may hold membership in unions of their own craft or trade."

Respectfully yours,
M. R. NORRIS,
Secretary Board of Education.

SOME RECENT CHANGES IN IMPORTANT POSITIONS

W. H. Hughes, principal of the Riverview Union High School, Antioch, California, has resigned and will leave at the end of the present term to take the superintendency of high school and grades at Claremont, Los Angeles county, California. He will be succeeded by Mr. W. Fred Ellis, of the Stockton schools.

Miss Flossie McMillam of Berkeley, graduate of the University of California, has been selected for a position in the Colusa high school. She will teach mathematics and science.

Miss Mabel Ahl of Crow's Landing has accepted a position as commercial teacher in the Furtuna High School.

Mr. H. Mathews, superintendent of schools, Mesa, Arizona, has resigned. J. F. Guy, Pittsburgh, Pennsylvania, has been offered the position.

Mr. Fred P. Austin, Pendleton, Ore., has been elected superintendent of the Chandler, Arizona, schools. He is a graduate of the University of Michigan, University of Wisconsin and the University of Colorado. He was superintendent of the city schools of Leadville, Colo., for nine years, of La Junta, Colo., for four years and Pendleton, Ore., two years.

O. Hull, for two years past principal of the Analy Sebastopol High School, has handed in his resignation to the board of trustees and has accepted the executive position in the Napa High School. During Mr. Hull's regime at the Sebastopol High School it has flourished and grown. New departments have been added, new equipment has been purchased, night classes inaugurated, all with the result that Analy ranks as high in most regards as the largest schools in the State.

Herbert Kittredge, principal of the Irwin City, Cal., High School, has been elected principal of the high school at Ripon, Cal. Ripon has secured a fine principal and is to be congratulated.

Arnold Bowhay, of the Polytechnic High School, San Francisco, Cal., has been elected principal of the high school at Santa Maria, California.

William Clyde Waibel of the University of California faculty has accepted Benicia High School principalship.

Rational Typewriting Wins the California State Championship

Students of Rational Typewriting won the first ten places in the California State Typewriting Championship at the Business Show at San Francisco, March 8, out of a field of 78 contestants.

Student	School	Gross	Errors	Words per Minute
Stella P. Boyden	Sacramento Secretarial School	900	5	57
Adrienne Enright	California Commercial College, L. A.	1047	21	56
Rhoda Palmer	Munson School for Private Secretaries	985	16	55
Fairah L. Herber	Sacramento Secretarial School	826	5	52
Avis Sutfin	Marysville High School	913	14	52
Josephine Gilardin	St. Anthony's Commercial Department	876	13	50
Alma Collis	Millers' Private School	970	24	49
Kathryn Ludy	Calif. Brownsberger Commercial School	909	19	48
Ruth Holland	California Commercial College	927	21	48
Miriam Beckwith	San Jose High School	871	17	47

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Hon. Will Wood, State Superintendent of Public Instruction, accompanied by Roy W. Cloud, was a visitor to the Montara and Moss Beach schools on Monday, April 26. Mr. Wood was much interested in the fine assembly room and complete equipment of the Montara school and took quite an interest in the bright and interesting children at the school. There are some of the most remarkable readers for their age in the Montara school and their equal will be hard to find anywhere. Mr. Wood, the State Superintendent, is a man who is interested in all civic affairs and has such a broad grasp on the needs of the state, not only on educational lines, but upon all State problems, that many of our leading citizens are talking of him as the man who should be our next Governor.—From Coastside Comet, Geo. Dunn, editor.

Dr. Albert Bushnell Hart of Harvard University, the noted teacher and writer, was one of the speakers recently to the teachers of San Francisco.

Dr. H. W. Fairbanks was recently engaged by the Board of Education of San Francisco to talk to the teachers of the fifth grade on Geography. Dr. Fairbanks recently drew the cash prize from the Geographical Society on method work in geography, and his books based on the problem method published by Harr Wagner Publishing Company and the P. Blakiston Son & Company of Philadelphia, have created a new interest in this subject.

The California School of Fine Arts held its sixth annual competition of free scholarship awards. The awards are offered to students of the high school of California. There should be a wide interest in the high schools and grammar schools of California for this institution. Lee Randolph, as director, is aiming to get more in touch each year with the public schools, and to offer courses in art that will meet modern needs.

William F. Bennyhoff, who has a national reputation in connection with secretarial schools, has decided to establish an institution in San Francisco. His desire and purpose is to raise the standard of the graduate body of commercial schools. His school will be a finishing school, and will have a public service bureau that will give all students actual practice. Mr. Bennyhoff has been connected with Packard Commercial School, New York, Healds, and other notable institutions. He will make his institution a credit to the educational standards of California.

The California Blue Bulletin for March is much in little. It is an unusually well-edited number, containing a varied and interesting selection of articles. It has a boost for summer schools, including the fine school of F. H. Meyer, California School of Arts and Crafts, notices of the county libraries, part-time classes, Americanization, physical education, Pacific Hights democratization work, Kelseyville Union High School, Imperial Valley, salaries, taxes, etc. All it lacks is a sense of humor. It is too serious, but then education is a serious profession these days, and the briefer time you have been at it the more serious it is.

Miss Godfrey of the Holden Patent Book Cover Company of Springfield, Mass., is now in California. The high school textbook law requiring boards of education to buy the books carries with it an implied duty to have the books properly covered. There is only one way to do this and that is to have on hand a good supply of the Holden Book Covers. They are economical, sanitary, and efficient.

Superintendent L. E. Chenoweth of Kern county, a delightful and interesting institute instructor and a forward-looking school administrator, issued a most interesting booklet on Arbor Day and School Improvement. He furnished the teachers with a lot of splendid material.

Supt. Charles C. Hughes of Sacramento has been selected to take Dr. Albert Shiels' place on the faculty of the State University Summer Session in Los Angeles, June 21 to July 31. Mr. Hughes delivered a series of very stimulating lectures at the University of Oregon last summer.

CALIFORNIA HIGH SCHOOL PRINCIPALS' ASSOCIATION

A movement for the betterment of the schools and the teaching profession was made by the high school principals in the convention at Asilomar by the formation of a California High School Principals' Association. The principal keynote of the organization is to assist the Commissioner of Secondary Education in promoting the educational interests in California. Legislation and school efficiency now go hand in hand and the high school principals are attempting to get results by seeing that needed legislation gets presented to the legislature.

Noll H. Jamison of Stockton was elected president; W. L. Glascock of San Mateo, secretary-treasurer; A. E. Wilson, manual arts, Los Angeles; O. S. Hubbard, Lindsay; H. O. Williams, Sacramento, and A. C. Olney, were chosen on the executive board.

Hon. Samuel M. Shortridge, who is the leading candidate for United States Senator and California's greatest orator-statesman, will be the principal speaker at the high school commencements at Red Bluff and Corning.

THE LOS ANGELES COUNTY MOVEMENT FOR UNITY

Four weeks ago a group of Los Angeles county principals called an informal meeting of principals and others interested at the Hall of Records to discuss school finances and salaries. Each Saturday morning since a similar meeting has been held, with average attendance of from fifty to sixty. Due to the service of this Publicity Center the various teachers' organizations have sent representatives and the attendance has not been confined to Los Angeles county.

Among the things accomplished by these meetings are:

1. A careful study has been made of the high school situation in the various districts in order to discover just how proposed changes in county levies would affect each district. (This tabulated report will shortly be sent you in printed form. A similar study of the elementary school situation is now being prepared. Both will be used in the "county wide" campaign already under way.)

2. Most teachers and many principals are more or less unfamiliar with the complicated working of California school revenue laws. The direct discussion of these laws, with the assistance of the county superintendent, Mr. Keppel, has laid a better foundation for further consideration of the general problem in each district by all concerned.

3. Active co-operation has been secured, financially and administratively, between the Los Angeles city educational campaign committee and all sections of the county, between organizations and organizations, and between principals and teachers. (Bulletins covering this co-operation will soon be available.)

4. Immediate action upon the proposals of the C. T. A. through the principals' convention at Asilomar has been made possible in Los Angeles county.

5. A splendid start has been made in the direction of lining up in organizations all the teachers of the county.

6. Through this center, with its mailing list covering the entire state so far as superintendents, C. T. A. Council members and organizations of teachers are concerned, information concerning this movement has been promptly made available to large numbers of teachers seeking similar ends.

7. Agreement has been reached as to the proper method of presenting the case of the schools to the Los Angeles county superintendents—a unified presentation by a single

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1. The last N. E. A. Special Report on Salaries. Also the monthly Bulletins.
2. School Life: (Department of the Interior, Washington, D. C.)
3. The School Index: Cincinnati, Ohio. Weekly. $1.25 per year. Harry L. Senger, Editor, Woodward High School.
4. The Public and the Schools: New York City. Weekly. 50 cents a year. Howard N. Nudd, Director, 8 West 40th street, New York.
5. Los Angeles School Journal: Published by the Principals' Club, the High School Teachers' Association, and the Federation of Parent-Teacher Associations. Weekly. $2.00 per year. (Has full account of campaign progress.) Address 422 Chamber of Commerce Building.
6. Better Public School Education in Utah: Pamphlet of 32 pages. Splendid. Nephi L. Morris, Chairman U. E. C. Committee, Salt Lake City.
7. Teachers' Salaries: Illustrated by tables, figures and graphs. To appear as part of the Sierra News for April. Also published as a pamphlet. "Additional copies of this bulletin will, so far as the supply permits, be furnished at absolute cost to those who write at an early date."
8. Salaries and the Teacher Shortage: A syllabus for discussion, H. S. Principals' Convention, Asilomar, March 30-April 1, 1920. Excellent. Walter H. Nichols, Principal Palo Alto Union High School. Probably copies can be secured by writing to Mr. Nichols. If not, ask any high school principal.
9. Alameda County Educational Campaign: Bulletin No. 1: Report on Salary Campaign of 1919. "Professional Unity Won Our Campaign." Valuable suggestions. Elizabeth Arlett, Chairman, 24 Linda avenue, Oakland.
10. Inequalities in Support and Control of Rural Elementary Education in California: (Reprint from) School and Society, April 12 and April 19, 1919. Article by President C. L. Phelps, Santa Barbara Normal School.
11. Statement of the Salary Committee (L. A. City) to Board of Education, April 24th, 1919. For copies address Publicity Center, 451 No. Hill street.

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Vitalized Teachers in Demand

In a recent letter State Superintendent Wilson of Oklahoma writes:

"We have just closed a three-day rural conference at Chandler with Supt. O. W.

"It would have done you good to hav the interest that this conference took in t hibit of the schools doing work in vitalize culture. Mr. Bass has several teachers this work. I was talking with three women who attended the institute at Sa I was praising their work, and I inquired whether or not it was easier to conduct a in this way. They replied that it was no easier but they had been able to hold child school more easily. One of the teachers that she had not been able to get suppli her school until she got the board to go t inspect the work which they were doing. board then bought material for everythin remodeled the schoolhouse, and she and t pils then sandpapered and varnished a desks. I asked her what salary she was ing and she replied '$100 per month.' asked her if she remembered the promise made of an increase in salary of $5 per for the teachers taking that work. She sa she did, and about that time a County Su tendent, who had not the work of vitalize culture in his county and who had been i ing the work very carefully, came up and that he would give all three of the teacher per month with a longer term of school i would go to his county and teach. I relat story to the conference which was very attended. It had its effect.

"It is my candid opinion that there is to be a greater demand for the teacher have done the work in vitalized agricultur year than we can possibly supply."

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Fred L. Shaw, State Superintendent of Dakota, in a letter to Prof. Holden, writes

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ITEMS OF PUBLIC INTEREST

From Proceedings of the Joint Meeting of the State Board of Education and the Presidents of the State Normal Schools, Held at San Diego, April 28 - May 1, 1920

The State Board of Education met at San Diego, California, April 28, 1920.

A request was made for the approval of the Board to the plan to place teachers' agencies under the jurisdiction and general supervision of the State Board of Education instead of the State Labor Commission as indicated in the initiative proposition for vote in November. The matter was referred to the Cabinet for consideration and report.

Superintendent Wood reported that, at a meeting held in San Francisco on April 8, to discuss the proposition of a constitutional amendment relative to school finances, it was agreed that but one constitutional amendment should be voted for, taking care of the entire school system.

The case of Mrs. Avis S. Matthews, against whom charges had been made by J. W. Eddy, clerk of the Templeton Union High School Board, for breach of contract, was dismissed.

The Board voted unanimously that the secretary of the Commission of Credentials be authorized to extend the date of expiration of all elementary credentials for one year and send a circular to all candidates stating that if they wish to apply for the six-year credential they must have one full summer session in a California State Normal School as set forth in Bulletin 10-A, page 1.

Dr. E. R. Snyder, commissioner of vocational education, was granted a leave of absence, without salary, covering any part or all of the period between May 4 and July 1, 1920.

On Thursday, April 29, 1920, the State Board of Education met in joint session with the presidents of the State Normal Schools at the U. S. Grant Hotel, San Diego. After thorough discussion, the following requirements for graduation from the two-year course were adopted in lieu of the requirements heretofore established:

1. Professional Requirements: Units
   a. Elements of Applied Sociology, including the study of institutions and social organizations, rural life and rural school problems, and practical citizenship 4
   b. Education, including a study of the school as an institution, and the curriculum, general psychology applied to education, educational measurements and general method 6
   c. Practice Teaching and Special Methods which shall familiarize the student with and give him a mastery of the state series of textbooks, and which shall in addition thereto include special methods in all of the required statutory subjects; provided that at least ten (10) units shall be given to practice teaching and at least one-third of the total time given to practice teaching shall be in a class room, by the classroom method and under direct supervision. No student shall be considered as having successfully completed this prescription who has not fully satisfied the faculty of the normal school concerned of his proficiency in the statutory studies, ascertained through approved group and individual educational tests 23
   d. The California School System, School Law and their development 2
   e. Professional Electives, distributed among a, b, c and d 7
2. Physical Education, Health Inspection, Athletics, Play, School Playground equipment, and Indoor and Outdoor Recreation, and Physical Training Activities, a total of 180 periods—36 hours of the course to be devoted to the theory of physical education, and a total of 144 periods to supervised activities—for which 180 periods the credit shall be six units 6
3. Free Electives 10
4. Special Electives: Two majors of a minimum of twelve units each, at least one major to be selected from manual training, household arts, elements of agriculture, physical education, music and drawing, the other major to be selected from any available electives 14

Total 72

The following requirements for the three-year course were adopted:

1. The two-year course outlined above or its equivalent.
2. The plan of thirty-six units of additional work.

The general outline for a four-year course was adopted:

1. Completion of the two-year course, or its equivalent.
2. Completion of forty-eight units of additional work.
3. Completion of twenty-four units of free electives.

It was understood that the details of the course will be considered at a later conference of the normal school presidents and the State Board of Education.

Dr. Stone moved that the State Board of Education recommend to the legislature of 1920 provision for collegiate standing for the present normal schools of the state with the power to organize a four-year course and grant a bachelor's degree when approved by the State Board of Education. Seconded by Mrs. Ray, the motion was carried unanimously.

A motion was offered and unanimously carried that all students entering on or after July 1, 1920, shall be matriculated according to the prescriptions adopted at this meeting.

A motion was offered by Dr. Burk, seconded by Mr. Phelps, and unanimously carried that a committee of three be named as representing the State Board of Education and the normal school presidents to take up with the University authorities the matter of action on the resolution pending before the University authorities concerning normal school credit for university work.

The Board unanimously accepted the invitation of Dr. Kemp, president of the State Normal School at San Jose, to hold the next annual conference at San Jose.

The following resolutions in memory of Dr. Jesse F. Millspaugh were unanimously adopted:

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rade, which makes that fellowship only the more precious.

"The death of Dr. Jesse F. Millspaugh, who was so many years our colleague, and who was so truly not only colleague but guide, philosopher and friend, brings the State Board of Education, Superintendent of Public Instruction, Commissioner of Education and presidents of the California Normal Schools, into a closer and finer professional and friendly fellowship. We feel that we would not be true to our departed friend, or to the high example of the genuine scholar and true gentleman which his fine personality set for us, if we did not acknowledge the spiritual benefit of a life whose passing only emphasizes the value of the things of the spirit;

"We, therefore, pause reverently in the midst of the busy concerns of life to pay this tribute to our late colleague and friend, and to send messages of deepest sympathy to the members of the household so inexpressibly bereaved in his passing.

"To all persons who, in our commonwealth of California, have to do with the great work of teaching, we commend the life of Jesse F. Millspaugh as a high mark to be striven toward, and with all who were so fortunate as to know him we join in a high resolve to keep his memory fresh and potent."

Mr. A. C. Olney, Commissioner of Secondary Schools, was authorized to arrange for a conference on industrial art, to be held in Sacramento on June 11 and 12.

The executive secretary was authorized to arrange for a conference on Americanization, to be held in Sacramento on June 11 and 12.

Mr. Hetherington, Supervisor of Physical Education, was authorized to arrange for a conference of physical education inspectors from the northern part of the state to be held during the week of June 7.

The Board adjourned to meet at Sacramento, June 7, 1920.

Respectfully submitted.

WILL C. WOOD,
Executive Secretary.

CALIFORNIA FEDERATION OF SCHOOL WOMEN'S CLUBS

The regular annual business meeting and luncheon of the California Federation of School Women's Clubs was held in Sacramento on Saturday, April 17, Mrs. A. E. Campbell presiding. A large number of delegates from various parts of the State were present.

The business meeting was held in the morning, when various educational questions of the day were discussed and reports from delegates were made.

At 12:30 luncheon was served in the banquet room of Hotel Sacramento, which had been tastefully decorated with pink roses and purple wistaria, by the Sacramento teachers, who acted as hostesses for the day. A delicious menu was served and to Miss Amy Greenlaw, Supervisor of Domestic Sciences in the Sacramento schools, and her able corps of assistants, is due all credit for the success of the luncheon. Following the luncheon the body of teachers was addressed by Dr. Snyder on the work of the National Society for the Promotion of Vocational Education, and Superintendent Hughes of Sacramento gave an interesting talk of the work at the Superintendents' Convention at Cleveland.

At the conclusion of the speeches, automobiles were provided to take the visiting delegates for a trip about the city, which concluded a most interesting as well as enjoyable day.

Among those present were: Mrs. A. E. Campbell, San Luis Obispo; Miss Alice Rose Power, Miss Louisa Bray, Mrs. M. M. Fitz Gerald, Miss E. Hanselt, from San Francisco; Miss Marion Barbour, Miss Anne Currie and Miss Margaret Collins, of Chico; Miss M. R. McCardle, Miss Margaret Wear, Mrs. N. G. Borden, Miss Hannah Bynon, and Miss Mame Russell, of Fresno; Miss Lulu Shelton, Miss A. Wright, Miss Mary Friedrich, and Miss Nellie Jacobson, of Oakland; Miss Anna T. Haley, Miss E. G. Cook, Miss Elsie Northrup, San Mateo; Miss Agnes Howe, Miss Florence Stahl, Miss Jessie Williamson, and Miss Nell O'Brien, of San Jose; Miss C. Eikerenkotter, South San Francisco; Mrs. I. M. C. Smith, Mrs. M. R. O'Neil, Miss Rose M. Sheehan, Mrs. Alta Rowe, Miss Helen Mouton, of Sacramento; and many others.

Following are the officers elected for the coming year: President, Mrs. M. R. O'Neil, Sacramento; vice-president, Miss Russell, Fresno; secretary, Mrs. I. M. C. Smith, Sacramento; treasurer, Miss F. Stahl, San Jose.

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JOTTINGS OF A TRAVELING BOOKMAN

W. M. Culp

Spring time and the road are a bookman's joy. To travel past the cackling farms of Petaluma, to see the apple orchards of Sebastopol, to envy the magnificent green sheen of the prune trees riding into Healdsburg, to marvel at the miles upon miles of vineyards from Napa to Calistoga, to smell the pungency of the marshes coming into Fairfield, to feel comfortable under the shade trees in Woodland, to hasten through Sacramento town with its coming summer, to figure the price of almonds and of wool bowling into Stockton, to gaze on the luxuriency of the rose bloom in Martinez, is just one short spasm.

Then El Camino Real to San Diego. The Santa Clara Valley, Hollister with its seed farms, Santa Cruz with its unparalleled shore line, Salinas with its richness of plain land, Paso Robles with its oaks, and the paved highway with its mile upon mile of lupin and poppy, is just one continuing pleasantry. Santa Barbara, San Diego, Imperial, Bakersfield, Fresno, and so on, ad infinitum.

It is a land of school children and of school teachers and of busy people. And though school teaching is at present supposed to be a dulling operation, I notice that most teachers (for all they say) are filled with the joy of living.

The Sequoia Union High School at Redwood City under Samuel Pressley McCrea is planning to celebrate at commencement, the twenty-fifth anniversary of the school. Speakers are to come from graduates of twenty or more years ago. Redwood City has the remarkable record of but having three principals of the high school within the past twenty-five years. Mr. McCrea has served for the last fifteen years and has been able to continue a consistent program and a definite policy.

Harold P. Short, superintendent of Oroville grammar schools, runs bachelor quarters in that foothill town. As a maker of cream biscuits, a brewer of fragrant coffee and a stewer of creamed chicken, Mr. Short cannot be beat.

The Red Bluff schools are in excellent shape under the supervision of Prof. Sweeney, who is ably assisted by Pro. Frye. The grammar school band is a credit to the school and holds the interest of the larger boys in their school work. This end is also gained by the use of manual training. Prof. Frye informed me that he has secured good results by the use of the Henry Ford million-dollar cigarette book, which is given free to all teachers who will write to Detroit for it.

Superintendent Monteith of the grammar schools of Redwood City is out for more room for his expanding schools. The plan is to take over the high school building for grammar school students and to build a new high school building.

Mr. Monteith and the grammar school teachers are being complimented on the marvelous display some seven hundred children made in a May Day parade.

W. L. Glascock of San Mateo has a rather different method of figuring out salary increases for next year. He figures that a teacher should receive a $120 raise for each child supported up to the number of three. Where the unmarried or unwidowed teachers get off he neglected to state.

George Hall, head of the San Mateo grammar schools, is a good Democrat and a staunch Johnson man.

District Superintendent H. E. H. Ruggles of Burlingame has had another school added to his charge. Burlingame now has four grammar schools that are exceptionally good.

W. H. Nichols, principal of Palo Alto High School, is in the midst of a campaign for forming a great union district comprising Mountain View, Palo Alto and Redwood City. Mountain View looks on with favor, while the sympathy of Redwood City toward the movement has not yet crystallized.

The plan is to invite the two districts to come in without incurring any of the indebtedness that now lies on the Palo Alto district. Each district would, though, in the future contribute its part to the upbuilding of the system.

The movement is about ripe, as both Redwood City and Mountain View are contemplating building as a result of congested conditions. Such a district would have resources enough to accomplish the very best in education.

A. W. Ray, principal of the Santa Clara Grammar School, has aroused more interest than ordinary in the school system. He is a young man who has a future in school administration.

J. E. Hancock, principal of the Grant School, San Jose, is co-operating with

Stanford University in psychological experiments and in the administration of classes for children under normal.

W. J. Cagney, superintendent of San Benito county schools, keeps in very close touch with his schools. The children of each school send him a letter each week. He has a very neat method of a series of letters of instruction to his teachers throughout the year.

G. E. Anderson, principal of Hollister grammar schools, has introduced departmental work into the upper grades. Standard tests are being given so as to see how the classes stand. A bond election for a new school building is under way.

The Hollister High School, under James Davis, and the Junior College, under Philip Power, will see a large increase next year. The Junior College is proving to be a great attraction. No attempt is made to give the sciences.

Thomas S. MacQuiddy, superintendent of Watsonville schools, is having a hard time figuring up a satisfactory salary schedule. The assessed valuation is such that a large increase is impossible.

Watsonville students do the janitor work under the supervision of an excellent head janitor. The neatness of the buildings is noticeable.

H. F. Clarke, supervising principal of Paso Robles schools, is making a great success. The schools are receiving the best that can be given.

Atacascadero is on the map from now on educationally. A high school district the size of Rhode Island has been formed in San Luis Obispo county with Atacascadero as the center. E. V. Dykes, principal of the grammar school at Atacascadero, has the pleasure of starting the new project.

Two hundred thousand dollars is to be voted for the first unit of a high school. Mr. Dykes expects to start the first year with eight teachers and over 100 students. Dormitories for pupils and a teacherage are planned. Ultimately a junior high will be founded at Santa Margarita. Supervision of the whole system will be under Mr. Dykes.

Atacascadero is a colony of Easterners, with children coming from every type of school. The educational problem there is a very fascinating one to work at.

Miss Margaret Dold, free county librarian of San Luis Obispo county at San Luis Obispo, has very pleasant quarters for the library in the Community House, the center of the town's activities.

Miss Mamie V. Lehner, county superintendent of Santa Barbara county, has Saturday morning as visiting day from her teachers. Everyone enjoys such visiting.

Petaluma sells $17,000,000 worth of eggs per year alone. Bruce A. Painter, superintendent of Petaluma schools, consequently has the means of running a school system where the best can be received. An intermediate school is to be built. A fine gymnasium is to be put up for the use of both high school and intermediate school. Mr. Painter considers the hen a real educational asset.

Maurice Rowell, principal of the Martinez High School, has a $50,000 bond issue for the first unit of a new high school. Mr. Rowell and A. B. Ingham of Pacific Grove are noted as successful goat breeders. Mr. Rowell has seven thoroughbred Loggenburg does. There were thirteen kids this spring, nine of them does. Mr. Rowell says he has a $500 one in the lot.

When in Petaluma Bruce Painter asked me if Mr. Rowell still put his goats into his automobile and took them out to the country for an airing. I told him I did not think Mr. Rowell had acquired a truck for that purpose as yet, though there were prospects.

At Sebastopol Osman R. Hull has made quite a reputation as a school administrator. He supervises the Sebastopol schools and those of the surrounding districts. He has just been elected principal of the Napa High School.

The Santa Rosa schools under T. F. Brownscombe are making rapid progress along educational lines.

Healdsburg High School under E. R. Morehead has one of the finest high school buildings in the northwest part of the state. It is excellently arranged and equipped.

H. R. Bull, who holds the record for long service in one place, principal of the Healdsburg Grammar School, is well posted on political affairs.

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WILL THE STATE UNIVERSITY HELP THE ELEMENTARY SCHOOLS?

Three important policies were put under way at the conference of normal school executives with the State Board of Education held at San Diego the last week in April.

First, the normal schools were granted a self-autonomous and initiative. The principle was recognized that the normal schools should initiate and submit their policies and courses of study and the function of the board should be to approve or refer measures back for reconsideration.

Secondly, the executives submitted a carefully drawn plan and course of study which without material modification was approved and adopted by the board. This plan provides a two-year course as at present, but with provision for an additional year for preparation of intermediate teachers, and, if the next legislature permits, a four-year teachers' college curriculum with power to grant degrees. The two years' course, however, will remain the substantial unit for issuance of the elementary certificate. The course of study of this two-year course was materially modified and improved by providing a well-rounded core of common teaching abilities with opportunity for students to specialize in two particular fields, such as music, physical education, agriculture, household arts, drawing, or any other field now recognized by the public school curriculum. Thus the course as modified abandons the system of attempting to make teachers Jacks of all trades, but provides that after all-round efficiency is secured in teaching the common branches, students may proceed to make themselves masters in two fields.

The third policy inaugurated has to do with meeting the teacher shortage and the substantial improvement of the efficiency of the elementary school. The undertaking suggested the possibility of a breach between the State Board of Education upon the one hand, and the State University upon the other. The issue was started last September, when a conference, called by State Superintendent Will C. Wood, was held in Berkeley by representatives of the Universities, the State Board of Education and the normal school presidents. It was emphasized at this conference that the elementary school of America is the foundation of American civilization, its citizenship and social welfare, and that not only must it be amply provided with teachers, but that the exigencies the war has produced demand that elementary schools must be made even more efficient; and finally, it is the duty of the state and all its educational institutions to sink all other considerations for the furtherance of this project.

The conference was a success and in all unity, the University representatives being in full accord, adopted a resolution that teachers of elementary grade who were normal school graduates should be admitted to junior standing in the University and upon the completion of two years more in the University should be given the degree of Bachelor of Science in education.

The expected effects of this policy are several and important.

1. The preparation of teachers by normal schools is an educational blind alley—the elementary teacher is handicapped and discounted in any ambition to go further educationally and thereby improve herself and the school she teaches. As a consequence the high school graduate who might otherwise prepare to be a teacher hesitates to put herself in this blind alley with the result that the normal schools of the country are training less than one-half the number of teachers they trained three years ago. The effect of this policy framed by the conference is to keep an open door of further educational opportunity to elementary teachers who go through normal schools. It may certainly be expected that if the University gives full credit for the two years' normal school work that a larger percentage of high school graduates will seize the opportunity to train as teachers, teach a few years to acquire the means and complete their university course without loss of time.

2. The University would be benefited because under its crowded conditions it would be an advantage to have a considerable number trained in normal schools and those who finally come to complete their university work after maturing as teachers in the elementary school would be a winnowed and superior group.

3. The elementary school would reap the marked benefit of greater supply to meet the existing shortage, and more particularly, many of those who completed the university course would return to the public school system with greater qualifications for their work.

The unanimous conference report, however, has hung fire for months in the University faculty for approval. It received the approval of the School of Education and finally in April reached the academic senate for final adoption. The first hitch occurred here. Certain members of scholastic sensitiveness to ancient traditions regarding the exact meaning of degrees raised the issue that the resolution was in conflict with these ancient traditions. Those with realization that the University was being called upon to perform a critical service to public school education and the state, found themselves in a minority. The issue was referred to a reactionary committee to frame a tactful rejection.

It was in this stage of the situation that the normal school presidents met in conference with a legislative committee in Fresno and later with the State Board in San Diego. At both meetings the reactionary policy was handled without gloves from the standpoint that the University as a state institution was now called upon to relieve a pressing situation of tremendous significance to public education and that it was no time to exhume from mediaevalism the traditional definitions of collegiate degrees, that in any case the public schools were entitled to first consideration. President Barrows, who happened to be in San Diego at the time, was appealed to, but he contended the matter was one solely within the jurisdiction of the academic senate. In a letter of the secretary of the normal presidents to President Barrows there is this statement of the issue:

"The University, like every other human institution, must constantly adapt itself to the needs of the people and to the needs, particularly, of the members of its own family. Many people, and I am speaking very frankly, President Barrows, consider the history of the University to be a history of struggle to bring the University to the point of view where it could see the imperative need of moving itself and going half way in the making of adjustments. If the University is to maintain inflexible standards based upon its own point of view and with reference only to its own traditions and methods of administration, surely the University will be attempting what neither God nor man ever succeeded in doing."

The outcome at San Diego seems that the State Board of Education and the normal schools have definitely aligned themselves on behalf of the elementary school, and the University will be called upon to decide whether a scholastic reactionary policy or a more liberal recognition of the duty of the University as an integral part of the state's educational system.

Since the meeting the committee of the academic senate has reported rejecting the conference recommendation upon grounds among which are "The degree of Bachelor of Science is an inappropriate degree for the curriculum contemplated." The issue was referred to the College of Letters and Science.

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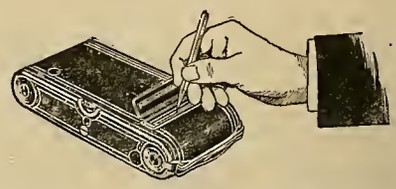

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MEETINGS

Bay Section the California Teachers' Association; H. B. Wilson, President, Berkeley, Cal.; W. L. Glascock, Sec-

Northern California Teachers' Association, Ella McCleary, President, Sacramento, Cal.; Mrs. Minnie O'Neil, Secretary.

Central California Teachers' Associatioo, Jerome O. Cross, Fresno, Cal., President.

Southern California Teachers' Association, Carleton Wheeler, President, Los Angeles; Dr. A. E. Wilson, Secretary, Los Angeles.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs. Mrs. M. R. O'Neil, Sacramento, Cal., President; Mrs. I. M. C. Smith, Sacramento, Cal., Secretary.

Central Coast Section the California Teachers' Association; R. B. Leland, San Jose, President; G. A. Bond, Santa Cruz, Secretary.

California Education Officers, Sacramento, Cal., Hon. Will C. Wood, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Albert C. Olney, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Stanley B. Wilson, Mrs. Agnes Ray, George W. Stone, Mr. Lester J. Hinsdale, Sacramento; Elizabeth R. Phillips, Porterville.

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THE STORY OF UNFIT SELECTION

By John Brent

My bungalow crowns a low knoll on the edge of the foothills. It is a far-flung, inspiring view that kindles the eye as one drinks in the broad sweep of a great, munificent California valley. Many an hour of philosophic contemplation have I spent on my vine-shielded veranda before that scene, and no one item in the picture has put greater veneration into my errant philosophy than the country school house, just a half mile below me, the first object to break the splendid monotone of cultivated fields. There it stands, the true symbol of eternal national life, on the spot its builders begrudged it, the one spot the plow cannot suddue because it is a half acre of rock outcropping, the last reminder that rock-ribbed hills are not far away—or are these rural school builders always mindful, perhaps, of the house "founded on a rock?"

The building, which is architecturally true to the type of the old country school, is rudely fenced from straying stock, and a scrub oak or two, a few sheds and a flag-staff are the only objects that relieve its ascetic loneliness. Sometimes in the spring a few hop vines start to cover it and soften its severe, prosaic lines. But in California the summer vacation is long and dry. So the hop-vines regularly perish midway in their aspirations.

Just like thousands of other rural schools, both in its barren appeal to the eye, and probably in its activity within. But last fall this district school was the scene of a near-tragedy. I want to tell you the true story of it, not as I gathered it, variously colored, from a dozen gossips, but as I know it really was, after fusing all the stories with my own personal observation and inquiry.

Mary Holmes had just finished her two years' course in a large city normal school, where her high school education had been supplemented by a little judicious and practical psychology, a little more pedagogy of the same sort, brief though hasty reviews of parts of the elementary school subjects, and considerable attention to practical teaching in some of the branches taught in some of the grades for a part of some of the terms. In a word, the State of California had done all for her, in its effort to train a teacher that could reasonably be expected in two years with the exercise of diligence and good judgment. In the spring of 1918 she was given her normal school diploma, the legal guarantee of her right to teach anywhere in the State. She was a measurably trained, but not an experienced, teacher. In the current shortage of teachers, the experienced ones were gravitating as usual to the cities, and so Mary contracted to take the vacant position thus created in our Rock district school.

Toward the end of September the president of the trustees met Mary at the station, five miles away. He found a very trim, energetic young lady with a cheery, attractive face, a happy voice and a mind that at once hopefully sought a companionable acquaintance. But he was accustomed to being judicially reserved with strangers, and he thawed but slowly. The women of his household, where she was to board, were somewhat more approachable, though they too found it hard to bridge the gap that always lies between strangers. Mary Holmes found at once that she was an object of careful, critical inspection, if not study. She understood it, for she had social sense. Moreover, she was confident of her personal appearance. Being sanely bred, she could neither be guilty of fashion's display, nor of compromise with good taste and fitness. It was her first professional tasks that really absorbed her attention and gave her concern.

Saturday before the term opened Mary spent in the school-house, trying to get ready. She made a search for records, and found but meager and incomplete information. Such touches as could be given to the plain room and its few furnishings, she gave. I know the interior of that school. It is the expression of bare, often battered, necessity; that is all. I saw her going to the school, the morning sun aglow in her brown, rebellious hair, ideal hope in her bearing. I saw her leave it, the afternoon sun still playing its light about her head, and I thought I noted that a certain grim effect of will and determination had been propped up behind that ideal hope. During the day a trustee passed by and stopped to make an abrupt call. He meant to be frank; so he boomed (not that he meant to boom—it was his way) at her that he was the minority member of the board, that he didn't believe in normal trained teachers, that in fact he hadn't voted for her, but he hoped she would succeed just the same. Any question as to success had, up to that moment, never entered Miss Holmes' head. Perhaps it was just then that she began to feel that good hope needed a will-prop.

Monday school opened. Thirty pupils reported. They represented, it appeared after Mary had begun to get a little order out of chaos, all of the eight grades, and all of the subjects usually taught in each

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It has never seemed to me difficult to define Americanization or Americanism. I appreciate something, I admire something, I love something. I want my friends, my neighbors to admire and love that thing, too. That something is America. Let us say to our immigrant neighbor: "I am your friend, by my friend as well." Americanism is entirely an attitude of mind; it is the way we look at things that makes us Americans. What is America? There is a physical America and there is a spiritual America. And they are so interwoven that you cannot tell where the one ends and the other begins. . . . We want to interpret America in terms of fair play; in terms of the square deal. We want in the end to interpret America in healthier babies that have enough milk to drink. We want to interpret America in boys and girls and men and women that can read and write. We want to interpret America in better housing conditions and decent wages, in hours that will allow a father to know his own family. That is Americanization in the concrete—reduced to practical terms.—Franklin K. Lane.

of those grades. Now not the least of the impressions the normal school had left upon Mary were those of fidelity to her trust, of the ideal character of her mission and of professional thoroughness. She grasped every task seriously. She wanted at once to do the right thing by every pupil; there were thirty pupils, eight grades, and somewhere in the neighborhood of forty classes to be taught. The subject matter took in the whole gamut of the curriculum. Some of it of course was simple, such as she could interpret at once. But a large part of it required study on her part, because her reviews in the normal school had been able to cover only salient features and principles. She knew very well how to refresh her knowledge, how to find out what she did not know. It was immediate decisions that stumped her. Advanced pupils in geography were asking about date lines, tides, trade winds, ocean currents. Almost daily some problem in advanced arithmetic, some issue in history challenged her immediate decision. And she could not give it. Mary had been taught to believe that there is no disgrace in not knowing some particular thing—that the disgrace lay in not being able and keen to find out. Yet here she found a different view. It was the community conviction that she should know, and, not knowing, she was in so far unfit. Nor did it take long for the community to learn just how matters stood, that she had confessed ignorance, had to "look it up," couldn't keep up with the procession.

The community was somewhat stern and puritanical, so that the new teacher was confronted with only minor problems of discipline. But there was one subtle problem which defied her, haunted her, defeated her often in instruction. It was the children's attitude of passive resistance, the expression of a critical, cynical cast of thought which they soon began to absorb from the community elders. I am told there is no teacher's cross more galling than the silent, watchful, daily reproach of pupils' eyes, or faces that have set with an imitated superiority. It was not long before the older boys began to use this attitude of "passive resistance" as a camouflage for baiting. It was not their will to be cowardly or cruel; but, you remember, Longfellow says, "The boy's will is the wind's will." Mary's boys soon fell into the habit of asking more unnecessary questions, raising more useless issues and problems, and displaying more wilful ignorance than the law allows.

So Mary found herself not only harassed by countless little demands that defeated concentration upon any one task, but goaded to desperation by a spirit she could neither accuse nor get at. She understood the situation fully. She knew that left to herself and to a fair lapse of time she could do the work. She knew that the critical condemnation of the school and community was unjust. Hard labor by day and by night sufficed not to remove it, nor to keep her tasks from crowding. Through all the crucifixion she was always conscious of those eighth grade examinations (yes, more acutely conscious as the weeks of lone, unequal struggle went on), of various demands which the county manual placed upon its teachers, of various movements which emanated from one educational board or another, of music and nature study, and drawing, and physical training, and Americanization, and busy work, and current events. I may be a heretic to say it, but it seems to me that under the circumstances many of these things might have been ignored. But in teaching, I suspect, as in any calling or profession, it is only the person of experience who can tell just what to ignore. Mary would not ignore through sheer neglect, and she had not the experience to ignore wisely. Is it not clear what she needed in this her first term? Guidance—guidance in a county of over ninety school districts, where the county superintendent was fortunate if she made each school once a year, and where some schools in consequence had to wait long for their turn.

Nearer than the county superintendent there was none to be helpful. Once in a while a trustee called with an ominous air which both pupils and teacher understood. When he had her alone he "boomed" out the current criticisms of the community, and left with the feeling of having done his duty. Once in a while she caught snatches of "booming" conversations in the country store or the country home, and she wished, for she had spunk, that they only wouldn't cease so painfully and obviously when she appeared. There was no chance to defend herself. Almost she would have lost confidence in herself, if it had not been for that third grade which she loved, which she knew was doing good work, with which she was altogether en rapport. Yet the "booming" kept on, on—in fact, until fortunately it was heard afar, as in the story of Sheridan's Ride, which the children read—heard by the county superintendent thirty miles away.

Sometimes life makes of us just what it is pleased to have us be, and whether its ministrations be harsh or tender, we must accept them and the mission life prescribes. And then there are those among human beings who seem sometimes to step in and make life do their bidding. They are the leaders, the masterful ones. To them humanity in every place, in every sphere in life, owes the alleviation of its trials and sorrows, the uplift of its hopes and aspirations and the will-to-do. Such a one was Miss County Superintendent.

About mid-term her automobile stopped before the Rock district school. That was a welcome visitation. Mary, of course, already knew her, and was perfectly familiar with the big woman, the kindly face and the sympathetic eyes. Nor did she stand in awe of the strong personality. Mary herself was too genuinely frank to fear real strength, and the county superintendent was too wise and sincere to indulge in "booming" her personality. She merely came into the school, greeted teacher and children heartily, but quietly, and the atmosphere of passive resistance gave place to one of serious diligence.

What the county superintendent saw, heard, thought in that room can best be judged by what she did when she left it. Let it be remembered that she had not come without some fore-knowledge of the situation, gathered from various sources that did not include Mary Holmes. Let it not be forgotten, too, that she was a woman of insight. Leaving the school she at once sought the trustees. Making no reference to the difficulties that filled their heads, she informed them that Mary had a call to take charge of the third grade in the city schools of the county seat, that Mary was an expert in that grade (which was quite true), not to mention other good qualities, and that Miss Holmes would return with her to town to fill the vacancy there at once. She would send them a good teacher in her place who would be on hand Monday morning. The lesson was swift, complete and unavoidable. They had talked too much to protest. There was no chance for argument. The change was made forthwith, as Miss County Superintendent had planned it. Mary Holmes and her third grade at the county seat were a grand success, while a tried and proved country school teacher led the Rock district school in the paths of righteousness. So it was only a near-tragedy.

But it set me thinking, and, I confess, I have also had some illuminating talks with Miss County Superintendent. So far the illumination has reached the point of a number of questions. Here they are, just as a layman fashions them:

1. Is it true that experience in teaching should always gravitate toward the big towns and cities? Is it just to all teachers and all pupils? I have been coming to think that professional training was in part intended to wipe out the distinctions of a general "lower and higher," that it made for special fitness and experience in every position. Does it not?

2. What systematic effort is the State making to place teachers, especially young teachers, according to fitness? Does it not subvert the very idea of professional training to assume that the fresh normal graduate is unfit for service in the city school, fit only for a rural school? Is she not the one who needs supervision? The city can give it daily, the country once a year, or at most twice. Miss County Superintendent tells me that there are many cases like Mary Holmes, but that one cannot always be as lucky in solving them. I seem to sense a missing cog in the machinery. What is it?

3. Are not the conditions, other than supervision, more favorable for the young teacher in the city than in the country? Surely a single grade, or two grades, cannot demand the same versatility of a teacher.

4. Finally, is my suspicion well grounded that the cities are demanding better teaching than the country and getting it? If they are, how do they do it? Is it a question of salary? Or a question of the teacher's environment, or both? Probably both. There, then, is your rural school problem. It is a problem, not merely of the district, but of the state whose interest and duty should be equal to the demand of "all the children of all the people."

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MORE SPEED IN COUNTRY SCHOOLS

By Dr. A. E. Winship, Boston

The great need of education today is to realize that the things created for a city school are not adaptable to country schools.

A New England farmer's wife who would serve strawberry jam on the 17th of June; a New Jersey farmer's wife who would serve dried peaches in July; an Ohio farmer's wife who would serve pickled onions in August; an Illinois farmer's wife who would serve canned corn in September; an Idaho farmer's wife who would serve dried apple sauce in October, would be no greater joke than a country school in Montana spending time on the science of raising pineapples, or a country school in Arkansas wasting time on the way to spray lemon trees, or a country school in Maine teaching about dry farming.

The country community must be the laboratory of the country school. Whoever makes the country community the laboratory of the country school will make the world the laboratory of the country child.

The best geography recitation I ever listened to was in a country school, and that lesson grew out of making a halter for a farmer's horse. Those children knew vastly more about Manila and Yucatan than I knew. They had twelve pictures on the raising of Manila hemp in the Philippines, and nine pictures of sisal culture in Yucatan. They told all about both the Philippines and Yucatan and the art of rope making, and they made a rope out of sisal hemp from Yucatan.

But the country boy needs some knowledge that does not function in his school district, if there is anything that cannot function there.

Let us assume that he should study masterpieces of Old England and New England; that he should study ancient history and English history; that he should study algebra and geometry; that he should study traditional grammar and crystallized rhetoric; that he should study some modern foreign language; that he should study the tricks and trickery of Wall Street, and other things that are required by "culture," or by some antiquarians who think there is such a thing as "discipline" that will function everywhere like barnyard manure.

We assume all this, and we would under no condition speak irreverently of any of them; we would suggest that the country school should speed up in treating these subjects. This is the age for speeding up and we know no place where speeding up is more valuable than in teaching traditional book subjects in a rural school.

This is entirely easy if there is adequate winnowing of the chaff from the wheat in all subjects. The country school has no reinforced concrete course of study such as is assumed to be a requisite of the city school. Of course if a country school is so unfortunate as to have, or as to have had, a county superintendent, who has been put through an institution where the "degree" is only attained by a process of fossilization, there may be a course of study based on city traditions, in which case the only hope of salvation is in a new birth through which old things pass away and all things become new.

A graded course of study for a country school reveals the work of some one who has tried to lay railroad tracks on every cross road in order to go nowhere in no time.

The requirements for a country school must be a statement of essentials to be known, and then, through an heroic "rotation" plan—by which three-fourths of the time of the country school is saved on half the subjects—there is no limit to the speed that may be put on.

It took Americans more than 300 years to learn that hub-deep mud costs more than interest on the money required for good roads, and when we had stacked up war debt interest so high we had to have an aeroplane to see over it, we discovered that it was worth while for the Federal Government to encourage state governments to encourage local governments to make good roads.

America waited more than 300 years for some one to discover that it was cruelly and criminally wasteful to continue the educational muddle-puddle country school ways when it is a simple matter to educate country boys and girls on a "rotation highway" smooth as an intensified concrete roadway—which makes limitless speed possible for country schools.

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SPEAKING OF SCHOOL GEOGRAPHY

Just what is it? It is not a unified science such as physical geography. It brings too many loosely related facts together for that. Nor yet is it a mere compilation of indifferently related facts, facts lacking singleness of purpose. School geography is a borrower from many sciences, it is true; yet it borrows with a single purpose. That purpose is the portrayal of human life upon the earth as it now is, and as affected by natural physical conditions. Human activity is the keynote of school geography. Rightly written, therefore, school geography should be alive with human interest. Properly conceived and executed, its facts will be selected and arranged to set in relief a great picture of interrelated human activities, in their type forms, on the earth.

The difference between a science and school geography is the difference between analysis and synthesis, between logic and art, between a pile of facts and the picture of their whole. There is then in the successful school geography somewhat of art.

Now why not go a step further and admit frankly that it is or should be the design of school geography to picture human industry, achievement, works, solely as the child's mother country demands, that the American textbook in geography should reflect the bias of American life and American needs. Our interest in foreign countries always hinges on our interest in our own. We can't get away from that fact in our schools and we don't want to. In a subject that is frankly utilitarian, that gives the child his first organized equipment of things economic and sociologic, only the mother country purpose can hold facts in place.

For years geography stumbled blindly in the dark with lumbering facts which no single purpose seemed to dominate, with formal dry as dust definitions, with freak and poorly selected illustrations, and last with obvious pedagogy. It had no principle of selection and no real unity of arrangement. But an entirely new era dawned when Brigham and McFarlane prepared their Essentials of Geography in two books, published by the American Book Company. Frankly they recognized the one principle that can make school geography rational, the principle of human interest expressed in the occupations, institutions and achievements of mankind; and frankly they gave themselves to the creative art of portraying human life as affected by physical conditions.

Are they pedagogically right? Remember that the child's first interests are in human affairs; that very early the school feeds that interest on the story, sooner or later on the historical and patriotic story. His country is to him first a spiritual glory revealed in the story of its pioneer builders and founders, its heroes. It is natural then that his country should mean next a material glory, a great monument of builded works, and industries, and occupations, and institutions which its leaders created. In a word, the child's first interest in mother earth and her products is determined by his interest in human life, particularly the human life of his own world. So there is something in geography that can be made to appeal substantially to the child's imagination, which he has interest for, which he is equipped to grasp. The Brigham and McFarlane texts have found that something.

More than usual they have stressed the materials and modes of human life, industry, trade. They are especially strong in their American emphasis. Over forty per cent of book one and over fifty per cent of book two are devoted to building up a picture of American life and achievement. That is no mean contribution to the cause of Americanization, if pride in one's country, in her natural gifts and her institutions have anything to do with it. Every illustration is a reinforcement of the primary interest about which the text is centered. Physical geography is held duly in place; its introduction is determined by the need of explaining certain conditions of human development. Its treatment, therefore, is co-ordinate with the human interest matter. The unity of the world and its people is never forgotten.

Two great pedagogical features are outstanding. First, the map. The Brigham-McFarlane maps have not only achieved the height of technical and scientific excellence; they make always for essentials, avoid vagueness and confusing detail, and contribute perfectly to the building up of the world picture. Second, the value of detailed study of types is not overlooked, though type-studies are not permitted to obtrude on the movement of the text as a whole.

It will be seen, therefore, that these texts are very different from those which advertise themselves chiefly as grand picture books, those which overplay physiography or those which make a virtue of obvious pedagogy. These features may all divert from oneness in the purpose of a text. The great achievement of the Brigham and McFarlane geographies is that they offer consistent unity in their subject matter.

So far as geographical instruction is concerned, the World War means, not only a temporary interruption of what is normal in human life and industry, but a special opportunity to make political geography significant. It is not sufficient for the child to know that Germany lost territory and that other countries gained it. But the new treatment becomes both adequate and interesting when the significance of these changes is pointed out. Why Poland, Jugoslavia, Czechoslovakia? Why the breaking away of Hungary from Austria? Why the sudden appearance of new countries carved out of Western Russia? What the significance of Alsace-Lorraine and the Sarre Basin? Why did the war involve colonies all over the world? There never was such an opportunity to set in relief salient features of the world's great commercial interests and of modern history. Moreover, for some years children, having lived in the days of the war, are going to bring a sympathetic interest to such instruction. The material that Brigham and McFarlane are putting into their revised text (which is the one you want to order), therefore, has been made to meet its great opportunity, not alone in textual treatment, but in the preparation of illustrations and maps, both black and colored, and in the tables and glossary.

The revised text preserves throughout that easy and attractive diction that made the children friends of The Essentials, when it first appeared. The teachers of this State are not going to get relief from an old, out-of-date state text for some time to come. The state text is now utterly inadequate from cover to cover. It is imperative that teachers have something at hand that is reliable and up-to-date. That something must be not merely a revised text; it must also be a new type of geography, one that makes the American child the pivotal point of gegraphical instruction. If superintendents, county boards and county libraries will make a careful inquiry into merit, substantially recognized merit, they will find the solution of their problems in Brigham and McFarlane's Essentials of Geography.

FALSE IDEALS AS REGARDS HUMAN SERVICE

Our part-time law school people will need to be cautious lest in their zeal to help unfortunate young people they place undue emphasis on certain fields of human service and try to draw them away from the common walks of every-day life. It is reported that a committee preparing to inaugurate the work next fall invited to their conference a girl 17 years old who will come under the operation of the act. It was found that she didn't care to make preparation for any particular trade, but wanted to become a home-maker. She said that she wanted to learn to cook and keep house. And yet some of our good school people tried to convince her, so it is reported, that she ought to prepare herself to do something better than that.

This is but one of the many evidences that there is still a lot of fool-philosophy in this world of ours. In heaven's name, what better service can a woman render civilization than bringing into the world bright and healthy children and rearing them in a cultured home? And what better ideals can a girl have than that of becoming the mother in an American home? Our part-time people should by all means provide courses and proper equipment and instruction for just such girls as this one and help them to realize their "realizable ideal."

We are doing a lot of trying to pull boys out of the common walks of life instead of teaching them how to be happy and useful citizens in them. For what is the foundation of our civilization but material things made by human hands. The ditch-digger, the janitor, the carpenter and that great host of common people are the very fabric of our nation, and while they need training the better to acquit themselves in their chosen occupations, it behooves us as school people to help them learn how to employ their leisure time.

It is possible that the so-called "blind alley job" be as dignified and as necessary as any of the professions when the proper compensation accompanies it and the right point of view of life given to it.

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J. L. Shearer, superintendent of Napa schools, has a campaign on for $500,000 for two new grammar schools and a new high school building.

Harriet S. Lee, superintendent of Yolo county, is slated to be a Democratic alternate at the San Francisco convention.

O. H. Grubbs, assistant superintendent of Stockton schools, has only had the influenza three times. He still says he is as active and busy as ever.

Challenging the Vote

The University of Oxford, England, long elected its members of Parliament, not by ballot, but by oral or viva voce vote. In 1865 Mr. Gladstone, who had sat for the university for several years, was again a candidate. A humorous incident of the poll is thus described by George W. E. Russell, the author of "One Look Back."

Henry Smith, professor of geometry, was, I suppose, the most accomplished man of his time; yet he lives in our memory, not by his extraordinary performances in the unthinkable sphere of metaphysical mathematics, but by his intervention at Gladstone's last contest for the university. Those were the days of open voting, and Professor Smith was watching the vote in Gladstone's interest.

A certain professor, who could never manage his "h's," wished to vote for the Tory candidates, Sir William Heathcote and Mr. Gathorne Hardy, but he lost his head, and said, "I vote for Glad—" Then, suddenly correcting himself, he exclaimed, "I mean for 'Eathcote and 'Ardy."

Thereupon Smith said, "I claim that vote for Gladstone."

"But," said the vice-chancellor, "the voter did not finish your candidate's name."

"That is true," said Smith, "but he did not even begin the other two."

The Lakeview Grammar School, Oakland, Cal., gathered and sold $700 worth of old newspapers, and turned the money over to the American Red Cross. E. E. Muller is the principal.

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The Oakland Board of Education has accepted the resignations of Principals Gibson, 76 years of age; Dunbar, 77, and Meads, 71. Principal Dunbar holds the unusual record of fifty-five years' service in the California school; Mr. Meads over forty years, and Mr. Gibson over thirty.

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WESTERN SCHOOL NEWS

W. O. Smith, principal of Fresno High School; Ben Ballard, superintendent of Sonoma County; Alex Sheriffs, of San Jose; Superintendent Ansel Williams, of Stockton, are a few of the men who have made modest fortunes the past few years in industrial side lines.

Superintendent H. B. Wilson of Berkeley, S. P. Robbins of Chico, W. J. Savage of Colusa, Dr. H. W. Fairbanks of Berkeley, ex-Superintendent Albert Shields of Los Angeles, Alice Rose Power of San Francisco, are some of the authors who have received substantial royalties from books that they have written.

Superintendent Roncovieri of San Francisco has arranged with the Board of Education to hold a number of vacation schools. This is an excellent, progressive idea, and will be of great benefit to retarded children.

Dr. David P. Barrows, President of the University of California, is on a trip to Europe. He delivered an address at the University of Chicago on his way.

The Francis W. Parker School, Chicago, has issued the sixth volume of a series of booklets. The last one is on the Individual and the Curriculum: Experiments in Adaptation.

On June 2nd Commissioner A. C. Olney of Sacramento issued a bulletin stating among other things that holders of regular high school certificates will not be required to hold special certificates for part-time education.

Will C. Wood, Superintendent of Public Instruction, issued a letter on June 2nd requesting that boards of education make financial provision for carrying out the provisions of the law for education of minor aliens.

The Morris Elmer Dailey Assembly Hall of the State Normal at San Jose, Cal., was dedicated on June 20th, 1920.

Josephine Corliss Preston, president of the N. E. A., which meets at Salt Lake City July 4th to 10th, has issued a preliminary copy of the program. Among the notable Californians on the program are the following: Will C. Wood, Mrs. Susan Dorsay, Dr. Margaret S. McNaught, Arthur H. Chamberlain, Alfred Roncovieri, James Ferguson. A special train loaded with Californians leave on the Southern Pacific Friday, July 2; also one on Western Pacific.

The State Board of Education of Arizona has endorsed the work in the schools on the Junior Red Cross. This includes special work or first aid, and elementary hygiene and home care of the sick. Mrs. H. A. Kluezel expects good results this year from all sections of the Pacific Coast States.

The Live Oak Publishing Company of Berkeley presents Charles Keeler in dramatic readings from his own plays and poems. Mr. Keeler is a delightful, original and charming personality, and has had a world-wide experience on the platform. County superintendents will make no mistake in securing him for an evening lecture or an afternoon address. One of our universities should give him a place on the faculty. He is a live teacher, free from the academic boundary lines, yet works well within them. The address is 2123 Center street, Berkeley, Cal.

The Board of Education of Oakland, Fred M. Hunter superintendent, issues a bulletin entitled "S. O. S.—Save Our Schools." It shows that the increase of the tax rate has not been in keeping with the increase in the cost of administration. There are a number of graphic charts along this line.

Superintendent A. C. Barker has resigned at Vallejo to accept the city superintendency of the Palo Alto schools.

Elizabeth S. Adams of the Gregg Publishing Company has a snappy, brilliant article in the April issue of the Wellesley Alumnae Quarterly for April on Vocational Courses.

William G. Hartranft, the Pacific Coast representative of Silver, Burdett & Company of Boston, will, after an arduous and successful campaign in Washington, take a few weeks' rest in his apple orchard at Yakima, Washington.

The readers of this Journal will find a complete exhibit of the Harr Wagner Publishing Company and P. Blakiston Son & Co. Science Books, and the books of other publishers in the Wheeler Hall, U. C., during the summer school. Everybody welcome.

THE TEACHERS' ASSOCIATION OF SAN FRANCISCO

At a meeting of the governing council of the Teachers' Association of San Francisco on June 7, 1920, the following resolution was offered and unanimously adopted:

"Resolved, That the members of the governing council of the Teachers' Association of San Francisco express the thanks of its members to the Honorable Samuel M. Shortridge for his masterly analysis of the teachers' cause and the assistance rendered thereby.

"Marjorie Stuart, President.

"Frances A. C. Mooney, Secretary.

The above is but one of many endorsements that Samuel Shortridge is receiving from the people. There will be hundreds of Shortridge clubs formed. He delivered the graduation addresses at Red Bluff, Corning and other places, and when elected Senator, teachers and schools can depend on him to bring them direct from Washington the message of splendid service and the interpretation of real constitutional government.

MARRYING TEACHERS TO LOSE POSITIONS

Long Beach, June 16.—Should any woman school teacher in Long Beach get married she will lose her position automatically. The Board of Education voted yesterday that such a marriage during the life of the teacher's contract would be considered a resignation.

This is not only against public policy, but against the high cost of living, and will break down the morale of the army of teachers.

BEACON NEWS COLUMN

In the state of Washington the County Boards of Education are this spring adopting books to be used the next five years.

These County Boards of Education are made up entirely of those actively engaged in school work with the County Superintendent as Chairman.

There are in Washington thirty-nine counties—

TWENTY-TWO of the THIRTY-NINE have already adopted the Beacon Method in spite of most active competition.

PORTLAND, OREGON, this spring adopted the Beacon Method for exclusive use. The emphasis laid on the phonetic elements at the beginning of the word is what appealed to the Portland primary teachers.

ALASKA, where the problem of teaching beginners to read is doubly complicated because of the foreign language, has adopted the Beacon Method for use the coming four years. This action of the Alaskan Textbook Commission was not taken until the Beacon Method had been thoroughly tried out for a year or two.

In ARIZONA, where there are many Mexican children speaking a foreign language, the Beacon Method has been adopted for use in all schools of the State. Teachers testify that the Beacon Method is very effective when used with foreigners.

In OREGON and NEVADA, where most of the children speak the good old language of the U. S. A., the Beacon Method is now in use, having been readopted for another four years in Nevada and newly adopted in Oregon for six years.

The Beacon light is shining in more and more of the California counties and cities. With the Beacon Method teachers get better results with half the work.

GINN & COMPANY, Publishers
20 Second St., San Francisco

CHANGES IN CALIFORNIA HIGH SCHOOL PRINCIPALSHIPS

School New Principal From

Antioch—W. F. Ellis—Stockton H. S.
Benicia—W. C. Waibel—U. C.
Campbell—D. H. Cramer.
Chico—James Ferguson—Coachella.
Chowchilla—J. B. Ely—Delano.
Claremont—W. F. Hughes—Antioch.
Coachella—Harry L. Howe—Glendale.
Dixon—J. W. Douglass—Rio Vista.
Etna Mills—Henry Young.
Eureka—G. C. Jensen—Elko, Nev.
Gridley—T. J. Roesman—Boonville.
Gustine—H. W. Dahlein—Elk Grove.
La Verne—M. M. Livingston.
Live Oak—J. E. Fraser—St. Helena.
Lincoln—R. A. Lee—Maxwell.
Los Gatos—I. W. Snow—Campbell.
Los Molinos—Roy Learned—Jackson.
Mendocino—E. P. Coale—Point Arena.
Napa—O. R. Hull—Sebastopol.
Orland—D. M. Durst.
Pasadena—W. F. Ewing—Oakland.
Rio Vista—J. S. Denton—Napa.
Ripon—Herbert Kittredge—Irwin.
San Rafael—O. R. Hartzell—Tomales.
Santa Maria—A. A. Bowhay, Jr.—S. F.
Sebastopol—Melrowe Martin—Le Grand.
Selma—J. R. McKillop—St. Helena.
Susanville—J. Landrum.
Sutter Creek—J. A. Bryson—Woodlake.
Willows—W. H. Hooper.
Woodlake—Le Roy Doig—Exeter.

The following salaries will be paid to high school principals listed below:

Hughson, $3000; Pasadena, $5000; Bakersfield, $5000; Stockton, $3850; Modesto, $3000 (vice principal); Tulare, $3300; Porterville, $3600; Petaluma, $5000; Salinas, $4500; Gonzales, $4000; Madera, $3600; Orosi, $2500; Rio Vista, $3300; Marysville, $4000; Chico, $4000; Sacramento, $4500 (recommended); Ontario, $5000.

Eight years ago the average California high school paid its principal $1800 to $2000. Next year only the very small and very weak schools will pay less than $3000. The schools with enrollments of from 100 to 250 pupils will average about $3600 and the larger schools will pay from $4000 to $6000. If the movement continues as it should, we may yet see California high school principals with salaries of $10,000 a year.

The very lowest salary paid to high school teachers next year will be about $1500, but the minimum generally will be $1800 and the salary schedule actually paid in most schools will be from $2000 to $2700 or $2800. Bakersfield, Stockton, Fresno and many other places have adopted schedules about like that.

Neufeld Elementary Algebra. It is the work of a teacher of long experience—J. L. Neufeld, Central High School, Philadelphia.

It is elementary in that it is written down to the intelligence of the beginner. It is comprehensive in that it covers the ground specified for college entrance requirements. It shows the relationship and emphasizes the similarity between algebra and arithmetic. It explains fully and clearly, overcoming the difficulty of most texts which sacrifice clearness to conciseness. It gives a proper importance to factoring. (The author's experience indicates that most failures in algebra can be traced to ignorance of factoring.) The problems are well graded. The study of graphs is introduced in such natural positions that they can be applied to the solution of equations. There is a brief account of the history of mathematics, with portraits of some famous mathematicians.

P. Blakiston's Son & Co. Pacific Coast representative: Harr Wagner, 1111 Hearst Building, San Francisco, Cal.

TEACHERS LOSE SUIT—TEST CASE INVOLVING EXPENSES OF TRIP IS FAILURE

The test case filed by Miss Gertrude Parsons and William S. Kienholz, school teachers, against the Los Angeles Board of Education to recover salary and expenses while they were attending conferences at St. Louis and San Francisco, by permission of the board, was decided against them by Judge Works. The court denied the writ of mandate, holding that if these teachers should recover it would open the door and lead to trips of any length, such as one to Europe to attend an educational conference.

County Counsel Hill and Deputies Utter and Powell represented the Board of Education. The teachers were represented by Attorney S. McNeill.

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The Golden Age of Service

(EDITORIAL BY JAMES FRANCIS COOK, IN THE ETUDE MAGAZINE)

The golden age of service is here and now. In the yesterday of years, service and business were about as far apart as war and peace. Business was sharp, sometimes cruel, rarely generous. The dollars were laid on the counter and the goods passed over. Sometimes the trade was square and clean—that is, value was given for value received. Often the trade was little above a swindle. When the deal was over the dealer and the customer parted, and that was all there was to it.

Then someone discovered that people in business were no different from people in the home, in the church, or in the fields. The bigness of humanity itself came into business, and business awoke to the great truth that it had a higher and greater mission in the world than merely earning dollars in as sly and crafty manner as possible. The spirit of service was born, and now we find, with the expansion of corporate life, entirely new considerations of the subject.

Great corporations vie with each other to do more and more for their employes and for their patrons—not with the idea that there may be an immediate return in dollars, although it is clear to all that the more an institution can do for humanity at large the richer will be its own existence and the larger will be its scope.

Therefore we find not only corporation schools, but what is more surprising, conventions of men and women engaged in corporation school work — the movement is widespread.

The International Harvester Company has a regularly organized Educational Department which publishes all manner of practical books which tend to raise the physical, social, and financial standards of the people throughout the country. You may even secure a book from them telling how to make fly-traps—what have flies to do with plows and harrows? Nothing at all, except that their venom-covered feet may bring death to those who buy plows and harrows. Good advertising? No! Just good humanity. . .

EDITORIAL NOTES

The University of California should help the elementary schools. Something should be done at once to change the scholastic reactionary policy of the University and make it an integral part of our public school system. The normal school presidents are ready, the State Board of Education is ready, Will C. Wood is ready, we believe that Dr. David P. Barrows is ready, the taxpayers are ready, the students are ready. **The University faculty is not ready.** The unanimous conference report of the State Board of Education and the normal school presidents has not been adopted by the University faculty. **The educational conference fought for junior standing for normal school graduates in the University, and that on the completion of a two-years' course in the University for such graduates should lead to a degree.** This in a few years would lead to a supply and demand of well-trained teachers. It would give the normal schools a wider and more efficient field of usefulness. It would save the educational waste of the taxpayers' money. It would lead the intelligent members of the legislature to give a more liberal consideration to the University budget and the general school budget. We hope that the county superintendents, city superintendents and boards of education will take up this fight and bring it to a happy conclusion.

The Initiative

Superintendent Mark Keppel of Los Angeles is working like a Trojan to put over the initiative measure in behalf of teachers' salaries. The boards of education, teachers and others should act quickly and efficiently on the receipt of blanks.

The Fresno Case

It is reported that the teachers of Fresno are perhaps more closely unionized than any other city in California. T. J. Penfield, one of the leaders and one of the very best teachers in California—a man who as head of the department of English in the Fresno High School has developed methods and plans along practical vocational English that have attracted wide attention—has failed to secure re-election. He will, along with other teachers, appeal to the union and to the people. The question will not be one of efficiency; therefore it will be interesting as developing a new phase of the power and efficiency of teachers' unions vs. boards of education.

P. S.—Since writing the above, the matter has been placed in the hands of a committee of citizens to settle.

Shortage in Textbooks

The scarcity of paper, the high cost of binding, the condition of the printing trades have all contributed to the troubles of the legitimate publishers. The condition of freight transportation has further complicated the supply of textbooks on the Pacific Coast. It requires shrewd foresight and some luck in order to meet present conditions. Thousands of dollars' worth of books are being supplied to schools at a loss. There will be a big deficit in the State Printing Office, caused by increased cost, and the taxpayers will have to stand it. In the case of high school and supplemental books, the publishers will have to bear the loss. The State Board of Education will not even allow re-listing to increase the price, and have taken drastic action against certain publishers who felt the injustice of the State board's ruling. T. Morehouse, of the Macmillan Company, has gone bravely to the bat, and is making a fight for simple justice in the matter. The educational public realizes that he is making a fight, not to overcharge the schools, but secure a reasonable price for reasonable service. There is practically no line of business that has been forced by war and after-war conditions to meet such a high percentage of loss as the textbook publishers. Contracts made at 1916 prices are still in force, and there is no relief. A book that costs $1.25 to furnish has to be supplied under contract at 80 cents. There should be a moratorium on funds. However, the publishers as a rule meet the issue squarely and are, except in test cases like that of the Macmillan Company, are fulfilling contracts to the letter.

P. S.—Since writing the above, the Supreme Court has cited the State Board of Education to appear July 6 on a test case involving the constitutionality of the free high school textbook law.

Current Events

The nomination of W. G. Harding of Ohio for President and Governor Coolidge of Massachusetts for Vice-President was the big event in June. The teachers will be interested in knowing that Harding taught a little country school in Ohio for several years. He is also the highest type of man in character and of ability. He is not an aggressive fighter like Hiram Johnson, nor a benevolent executive like Hoover, but he is a happy combination of both, and a composite of the Republican party. He will stand firm for the legislative, judicial and executive branches of the government, and if elected can be depended upon to select a great cabinet.

Western School News

The San Francisco Board of Education has reached the top and is paying elementary teachers a maximum of $2000 per year. The entire schedule is arranged on the basis of a living wage, so that the elementary teachers who since the beginning of the public school system have been underpaid are given a much larger proportion of increase than high school teachers, specials and principals. There is social justice in the schedule. Of course, those who have made special preparation for their work, and principals and high school teachers, have naturally a grievance, but such a grievance is based on the standpoint of service and position rather than upon the actual necessary needs. In other words, increase in salaries at this time is to meet the demands of living conditions, not reward for service, nor recognition of special training.

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FEDERAL AND STATE GOVERNMENTS PROVIDE NATURE STUDY FIELD EXCURSIONS IN THE YOSEMITE NATIONAL PARK

California is a treasure house for Nature's study, filled with Nature's children—the birds, wild animals, flowers, trees, insects—and hundreds of people are being introduced to them in their own home by Dr. H. C. Bryant on daily Hike Talks now being conducted in the Yosemite Valley and to be continued until August 15th. To bring the people a deeper sympathy and a wider knowledge of these "other citizens" of our State is the object of these lecture walks, and, in doing this, the Federal and State Governments are providing an education for young and old that will not only enrich their stock of knowledge and interest in the objects of everyday observation, but will convey a deeper appreciation of the treasures to be discovered and enjoyed in California's Great Outdoors.

Probably no hunting ground for wild life could be found in the whole world more attractive in itself and richer in countless varieties of flowers, birds and animals than the Yosemite National Park. Here are to be found many of the inhabitants of the lowland fields and hills, and also a great variety of unique mountaineers who refuse to leave the solitude and grandeur of the High Sierras and can only be visited in their "splendid isolation" by those who seek them. Curious individuals are many of them and of special interest to students of natural life, as, for instance, the mountain beaver—not a true beaver—one of the most primitive mammals now existing, having no close affinity with any other animal.

The direct study of "real things" at its very best is the keynote of Dr. Bryant's method. Only 1125 square miles of beautiful mountain scenery is his laboratory and his lessons are written on the steep mountain side and in the lovely mountain meadows. A party is formed in the morning with a "hike" planned in advance, and, as we proceed along the trail, suddenly the call notes of some strange bird are heard, or a flash of brilliant color emerges from a bush. "That is the Mountain Red Head," we are informed, "and has acquired peculiar food habits suitable only to mountain life. He is first cousin to the lowland linnet and his proper name is the Cassin Finch. We shall probably see many more of these pretty birds, as this is the short season, in which they are collecting seeds for future use." Or perhaps, if we are early enough, we make the acquaintance of Clarke's Nutcracker, a black, white and gray crow, decidedly sociable, being known as the Beau Brummel of the crow family and to be found only in the High Sierra. Or possibly many rare flowers and trees will be encountered today. Or a novel find may consist of brightly colored butterflies and beetles. Questions in the minds of visitors regarding these unusual specimens usually go unanswered, but today we receive correct replies and are founding an interest in the natural wonders and scenery of our State similar to that which so colored the life of John Muir.

After a day of delightful observation and instruction, we gather around a camp fire in the evening and Dr. Bryant entertains with a lecture on the day's discoveries. Here we are introduced to the more systematic methods of study. Reading lists and reference books are suggested for a continuation of our interest in this branch of popular science, and we are thus introduced to a further study on our own incentive and impelled by our own interest. On June 7th, at Camp Yosemite, Dr. Bryant talked to over 1000 people at an evening campfire lecture. These lectures are illustrated by slides and motion pictures of wild life in their natural habitat and are so appropriate to the environment and general interest of the people while visiting the Yosemite that they form the most delightful entertainment and instruction. Many people are interested enough to take notes undoubtedly with the intention of imparting to students of their own the new interest and knowledge of wild life.

Half Dome—Glacier Point

The Lecturer and the Nature Guide Plan

Dr. H. C. Bryant is highly qualified to conduct this work. In charge of the Bureau of Education, Publicity and Research of the State Fish and Game Commission and as ornithologist at the Museum of Vertebrate Zoology at the University of California, Dr. Bryant has at his disposal a wide fund of nature knowledge of interest to all people combined with an excellent scientific training. At Lake Tahoe, last year, where this work was carried on under the direction of Dr. Bryant, the success of his lectures was beyond expectations. The attendance at Fallen Leaf Auditorium was so heavy that late-coming listeners stood outside doors and windows.

The Nature Guide Plan is designed to meet a human hunger for wider knowledge of ourdoor life. It originated a few years ago with the California Nature Study League in bringing to America the European idea of directed nature study walks for school children. The Nature Study Field Excursion, under the direction of a trained scientist, is a part of the school curriculum in many countries of Europe. The league, in co-operation with the State Fish and Game Commission, conducted some excursions along the same lines in 1918. In 1919 the experiment was carried out on a larger scale at Lake Tahoe and was so successful that Mr. Stephen T. Mather, director of National Parks at Washington, became interested and this year both State and Federal Governments have contributed to make possible this new educational movement as part of the work of game conservation and of stimulating interest in National parks and forests.

The Nature Guide Plan has thus undoubtedly become a fixture among the various activities of the Government in making the Great Outdoors a real recreation and treasure house for studying Nature lore, for at the time this issue goes to press I have received word from the Sentinel Hotel that already the hikes are well attended and the camp fire lectures enjoyed by audiences numbering over a thousand people. This work will be continued until about August 15th.

MOVING PICTURE SHOWS IMPORTANT EDUCATIONAL FACTOR

Any wide-awake teacher of today can readily see that the moving picture is an important factor in the education of children in the history, geography and occupational classes; references are frequently made to things the children have seen in moving picture shows, and while psychologists argue that mere visual images are of little educational value, it must be conceded that children carry away vivid impressions and some rather definite and valuable knowledge about various industrial and geographical subjects.

The tactful teacher is able to use these experiences in vivifying the work of the school room.

WESTERN SCHOOL NEWS

Prof. James Ferguson, the new principal of the Chico High School, was elected unanimously. There were sixty applicants for the position. Mr. Ferguson will have a splendid field for working out a constructive school program at Chico. The school trustees have recently provided over four hundred thousand dollars for a new building, and purchased fifty-two acres for a campus. With upwards of five hundred pupils and a faculty of twenty-five members, Mr. Ferguson will also have the cooperation of the city superintendent, C. H. Camper, who is one of the strongest and most progressive superintendents in California, and whose work in Chico has been along sane and effective lines of educational progress. Mr. Ferguson has been invited to deliver an address at the N. E. A. in July at Salt Lake City on "The Tenure of Teachers' Positions."

R. J. Wells of Palo Alto has been elected to a position in the city of San Francisco.

Mrs. Josephine Corliss Preston, state superintendent of public instruction, has just received notification of her appointment as a member of the committee on rural government and legislation chosen by the executive council of the American Country Life Association. Mrs. Preston is the only woman in the United States to be appointed to this committee. She has accepted the appointment.

Elementary Economics. By Frank Carlton, Ph.D. Macmillan Publishing Co.

The book is an introduction to the study of Economics and Sociology. It deals with the changes in living conditions which have occurred since the very early days when man roamed the earth, even to the changes since Washington's presidency.

The Elements of Non-Euclidean Geometry. By D. M. Y. Sommerville, M. A. S. Sc. Published by the Open Court Publishing Company.

Special care has been taken in this book to show the bearing of non-Euclidean upon Euclidean geometry. In the present work the primary exposition follows the lines of elemenary geometry in deduction from chosen postulates.

Vocational-Cultural Reader. By Benjamin F. Moore, Indiana State Normal School, and Helene Edwards. Cloth; illustrated; 434 pages. D. C. Heath & Co., New York, Boston, Chicago.

This book is original in plan and scope. It is exactly what is needed in continuation schools, industrial schools and in many junior high schools. It provides material for teaching effectively how to read so as to get the exact meaning of the author. This teaching is based upon the reading of sentences, then of paragraphs, then finally of complete selections.

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Rabenort's Geography—North and South America.
Rabenort's Geography—North America and the United States.
Rabenort's Geography—The United States as a Whole.
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BOOK REVIEWS

The Frye-Atwood Geographical Series

Teachers of geography will be greatly interested in this attractive series of books. Book One is written by Alexis Everett Frye, who is now living on his orange grove in San Bernardino County, Cal., and who was the first man in the United States to attempt to get away from the old order of memorizing facts in geographies. The approach to the study of geography in this book is not through definitions of fragments of land and water, of teaching statistics, boundaries and environment that changes with each succeeding generation. It is in story form. The book in its content is a great improvement on the old-fashioned type of geography. The publisher in its make-up has presented more than 600 pictures and maps. The book contains 264 pages.

Book Two is by Wallace W. Atwood of Harvard University. In this book we find a real departure from old methods of presentation. While Mr. Atwood does not go as far as Dr. H. W. Fairbanks in regional development, nor does he more than touch on the problem method, still it shows that he has gone as far as a conservative publishing house would perhaps permit along new lines. Human geography is the keynote of the series. The natural regions and the development of regional geography, regional maps, problem questions, picture study, mathematical geography and the U. S. as a world power, are all attractive features. The world map, showing trade routes, is perhaps the most graphic of all the maps. The regional maps have borders defined in too definite a manner, but there is so much to commend in such a great work that it seems peevish to criticise details. Book Two is a monumental work. The publishers must have expended over $100,000 to present a completed copy to the schools. There are over 600 pictures and diagrams, and over 30,000 words in the texts. There are four or five maps for each continent, and regional, economic, industrial maps, rainfall, population, relief, etc. It needs no prophet to predict a very wide sale of this geographical series. Ginn & Company are the publishers.

The Gregg Publishing Company has just published a new **Rational Arithmetic.** Price $1.20.

This book is intended for use in business colleges and commercial high schools by pupils who have completed the equivalent of the eighth and ninth grades. It is not intended as a textbook for beginners. It is a reference book of commercial operations rather than a method of presentation. It teaches the "how" rather than the "why."

Part One is a collection of practice exercises. Part Two contains illustrated solutions covering the entire range of commercial arithmetic of the generally accepted order of presentation.

A new book by the well-known writer, Vinvente Blasco Ibanez, called the **La Batalla del Marne,** has just been published by D. C. Heath & Co. Price 88 cents.

The culminating episodes of the novel, Los cuatro jinetes del Apocalipsis, forms the texts of this publication. It takes up the invasions of the Germans into France and the defeat of the Germans at the Marne. The text is preceded by a short biography of the author.

Ida M. Tarbell, author of "He Knew Lincoln," "Life of Abraham Lincoln," etc., has just written another book on our great President—**"In Lincoln's Chair."** Published by the Macmillan Co., 66 Fifth Avenue, New York. Price $1.00.

This is a new personal sketch of Abraham Lincoln done in Miss Tarbell's familiarly attractive style. She brings the real man very close to the reader. It is a book which young and old should read, for one cannot gain too intimate a knowledge of the beloved President.

French Conversation and Composition. By Harry Vincent Vann, M.A., Professor of Romance Languages in the Indiana Normal School. Published by Macmillan Co., 66 Fifth Avenue, New York. Price $1.00.

This book is both a stimulant and a help in conversation and it affords an excellent review in the elementary principles of the grammar. The author has taught five years in the University of Michigan and has used his knowledge thus gained to present the lessons and carefully selected anecdotes in the most helpful and interesting form.

Stevenson's **"Strange Case of Dr. Jekyll and Mr. Hyde"** has been added to the Living Literature Series, edited by Richard Burton, Professor of English Literature at the University of Minnesota. Published by the Gregg Publishing Co. Price 60 cents.

This is a small, neatly bound book with a short biographical sketch and full details

in regard to the actual writing of the "tale." There are portraits, sketches and a cut of the memorial tablet by St. Gaudins, the greatest American sculptor. The story itself is too well known to require a review.

Vocational Cultural Reader. By Benjamin F. Moore and Helene Edwards. D. C. Heath & Co., publishers.

The authors have had in mind the necessity for a progressive system of reading, the advisability of non-fiction in junior high school reading, subjects for vocational work in public schools and the necessary retention of classics that should be given to pupils in early life. Bread making, the raising of poultry, etc., are treated.

"Sailing the Seas." The Log of Tom Drake. By James Baldwin and W. W. Livengood, with an introduction by Edward Hurley, chairman of the United States Shipping Board. American Book Company, publishers.

This book is not only a supplementary reader in the elementary schools, but it is also intended as an aid in the study of geography, history and industry, and the ever widening topic of industry. The book is well illustrated and interestingly written and will instill an interest in commercial achievements in this country. The book was written at the request of the U. S. Shipping Board. It is a book that will appeal to the romantic spirit of any child.

The High School Boy and His Problems. By Thomas A. Clark, Dean of Men at the University of Illinois. Published by the Macmillan Co., New York.

Mr. Clark has an intimate knowledge of the high school boy and his problems, knowing, as he does, hundreds of boys through his school work. His papers on "Morals and Manners" and "Going to College" have been read before, but the other papers in the book have not previously been printed.

A new Spanish book, "Cuba y Los Cubanos," published by the Gregg Publishing Co., price 60 cents, gives an interesting treatment of live topics regarding the Island of Cuba and its people. The book is developed in an easy method, only easy verbs being used in the beginning, and contains much valuable information. The book shows that it is written by those having knowledge of the subject as well as of the language.

Conservation Reader. By Harold Fairbanks, author of the New Progressive Geographies, including the New Geography of California. Price $1.20. World Book Co., publishers.

This book endeavors to teach children the right way of looking at Nature. It is written in a simple, thoroughly interesting style and is a strong appeal to the child's interest. It is illustrated with pertinent and artistic photographs and color plates. The book is especially intended for use by camp fire girls, Woodcraft League, Boy Scouts, etc. Mr. Fairbanks has become one of the country's most successful textbook authors. This volume will add to his reputation.

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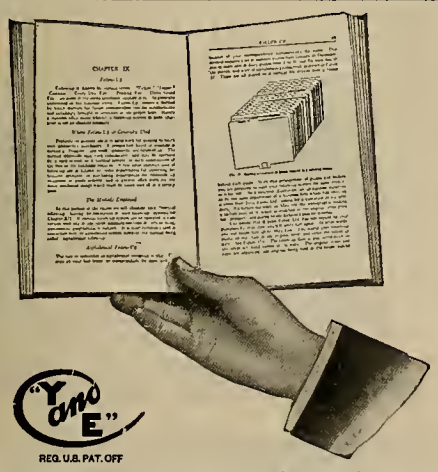

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Writing Through Reading. A Suggestive Method of Writing English with Dictation. Directions and Exercises. Robert M. Gay, Author, Professor of English, Simmons College, Boston. Atlantic Monthly Press. This book gives methods and exercises in rewriting or retelling another person's thoughts.

Applied Arithmetic. Book 2. The Three Essentials. By Lennes and Jenkins. J. B. Lippincott Co., Philadelphia, Pa.

This book is intended to cover the work of the fifth and sixth grades. The principles which guided the authors have been grouped under three main headings—Selection and organization of subject matter; derivation and application; and motivation.

Exercices Francais. Published by the Macmillan Co. Price $1.00.

This book is to be used in French courses following the first year. It embraces grammar practice, vocabulary building, formation of sentences, letters and free composition. There is a reference grammar in French.

Number by Development. A Method of Number Instruction. Vol. 3. By John C. Gray, M.A. Published by J. B. Lippincott Company.

This book is for the grammar grades. It offers the teacher steps in decimal fractions, percentages, interest and its applications, and averages; so that she may be able to conduct her work steadily and consistently on a logically arranged development plan.

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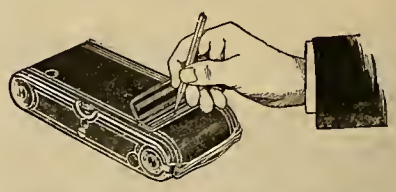

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Vol. XXVI. No. 7 SAN FRANCISCO, JULY, 1920 Price, 15 cts.

MEETINGS

Bay Section the California Teachers' Association; H. B. Wilson, President, Berkeley, Cal.; W. L. Glascock, Sec-

Northern California Teachers' Association, Ella McCleary, President, Sacramento, Cal.; Mrs. Minnie O'Neil, Secretary.

Central California Teachers' Association, Jerome O. Cross, Fresno, Cal., President.

Southern California Teachers' Association, Carleton Wheeler, President, Los Angeles; Dr. A. E. Wilson, Secretary, Los Angeles.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs. Mrs. M. R. O'Neil, Sacramento, Cal., President; Mrs. I. M. C. Smith, Sacramento, Cal., Secretary.

Central Coast Section the California Teachers' Association; R. B. Leland, San Jose, President; G. A. Bond, Santa Cruz, Secretary.

California Education Officers, Sacramento, Cal., Hon. Will C. Wood, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Albert C. Olney, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Stanley B. Wilson, Mrs. Agnes Ray, George W. Stone, Mr. Lester J. Hinsdale, Sacramento; Elizabeth R. Phillips, Porterville.

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HIGH LIGHTS OF THE SALT LAKE CONVENTION OF THE NATIONAL EDUCATION ASSOCIATION JULY 4-10

By W. M. Culp

The cantata "Joan of Arc" was given in the Tabernacle the afternoon of July 4 by more than 300 school children under the direction of P. Melvin Petersen, supervisor of music, Salt Lake public schools. It was a most fitting introduction to the Tabernacle, its great pipe organ, and to the people of Salt Lake. The rendition of the cantata was most masterful.

Sunday evening in the Tabernacle, Hugh S. Magill, D. C. field secretary of the N. E. A., gave a magnificent lecture on Abraham Lincoln. His ringing sentences and great voice did justice to the great man he was talking about.

Monday evening Mrs. Josephine Corliss Preston in a finely prepared paper outlined the important issues before the convention: teacher compensation, thrift education, ru-

FRED M. HUNTER
Superintendent of Oakland Schools, chosen as President of the National Education Association for the ensuing year

The West, California, and the city of Oakland in particular, were honored by the National Education Association by the choice of Fred M. Hunter, city superintendent of Oakland schools, as the president of the National Education Association for the ensuing year.

Mr. Hunter this last year was state director from California in the Council of Education. As such he had much to do in uniting California sentiment in the reorganization of the N. E. A. The California delegation presented a solid front.

Will C. Wood was the California member on the committee on nominations and to him is due much credit to the honor conferred on Superintendent Hunter.

Fred M. Hunter's work as an exponent of democratization in school administration and his scientific selections of teachers for the Oakland teaching force has made a name for him throughout the United States.

Another Californian honored was the selection of Wilhelmina Van de Goorberg as state director from California. These two people will have a great opportunity in furthering education in the United States this next year, for the reorganized N. E. A. is to be a much more vital force in education.

ral education, reorganization of the N. E. A., civic responsibility. As she stated, "The educators of this nation are in a strategic position. They have a two-fold responsibility—an educational responsibility to our children, a civic responsibility to our community, state and national life. Let us be statesmen here in this meeting. Let us continue to build for the welfare of the greatest number."

A. E. Winship, editor of the Journal of Education, Boston, Mass., was received with a rising demonstration when he replied to the address of welcome of Simon Bamberger, governor of the state of Utah. In his forceful manner he replied most feelingly to the welcome to Salt Lake—a city with which he had been acquainted for forty-five years. He voiced a sentiment of regret that this was to be the last of the old town hall type of meetings, but asserted that this was the to be the greatest meeting of all, as it was to lead to greater things and that he acquiesced to the wisdom of the present leaders.

The program of the N. E. A. from July 4 to 10 was filled with a multiplicity of meetings. One had to pick and choose of all the good things going on at the same time.

The section given over to educational publications, presided over by President George L. Towne, editor Nebraska Teacher, Lincoln, Neb., heard some good papers. Two excellent papers were presented on "How Should Textbooks Be Selected?" C. W. Taber, J. B. Lippincott Company, Chicago, presented "The Publisher's Point of View," and W. R. Siders, superintendent of schools, Pocatello, Idaho, "The Superintendent's Point of View." J. W. Searson, head of the Department of English, Kansas State Agricultural College, Manhattan, Kan. (who, by the way, handled most efficiently the press agency work of the convention), gave a noteworthy paper on "Limiting the Spurious Content of Books by Careful Editing."

Visual education played a great part in the meeting. The movie picture was demonstrated as a coming thing in real education.

Jessie L. Burall, chief of school service, National Geographic Society, Washington, D. C., held a great meeting. As a speaker Miss Burall is a winner.

Caroll G. Pearse, president State Normal School, Milwaukee, and editor of American School, gave an excellent talk on "The Civic Value of Geography Teaching." Mrs. Susan B. Dorsey of Los Angeles spoke on "The National Geographic Magazine and the Teaching of Geography." Mary C. C. Bradford, state superintendent of Colorado, addressed the session on "Geography and Citizenship." Mrs. Bradford is a woman orator of great feeling and ability.

The part the National Harvester Company is playing in education was well exemplified at their exhibit. The salvation of the country lies in back to the farm movement, and we give great credit to the educational value of the company's work, even if it is based on self-preservation.

The part boards of education play in education was well stressed at a meeting. Many members from Utah cities were in attendance.

The physical education department, under Chairman E. G. Gowans, state director, health education, Utah, Salt Lake City, presented a varied and excellent program.

Miss Margaret Haley of Chicago stood out as the greatest fighter of the convention. Her policies were not in favor at the convention, but nevertheless she died game. Her debate with Hugh S. Magill over reorganization of the N. E. A. before the Grade Teachers' Association was of great brilliance. For cleverness, rapier-like thrust and recovery, Mr. Magill and Miss Haley gave an exhibition that was worth coming half a continent to hear.

President Homer H. Seerley, president State Teachers' College, Cedar Falls, Iowa, presided over a most eventful meeting of the National Council of Education, in which the reorganization scheme was matured.

The department of classroom teachers under President Sara H. Fahey, New York, had a most instructive session.

Last, but not least, the N. E. A. members had an opportunity of floating in the Great Salt Lake and of being saturated with the salt of the earth.

REORGANIZATION OF NATIONAL EDUCATION ASSOCIATION

By W. M. Culp

"Behold, I have created the mouth that bloweth the coals in the fire, and that bringeth forth an instrument for his work."—Nephi. iii - 16.

It was in the Tabernacle in Salt Lake on the morning of July 10 that the National Education Association consummated the greatest educational movement of modern times in the United States, when it provided for the thorough representation and participation of the teachers of the United States in its organization. The adoption of a representative delegate assembly to carry on the work of the National Education Association brings forth a cohesive unit that from now on will have a real voice in the educational affairs of the Nation.

When the representatives of 700,000 teachers speak the Nation will listen. No longer will educators be voices crying in the wilderness; no longer will local communities pack the meetings; no longer will men and women be fighting for better education as individuals; no longer will educational improvements be sectional. For out of the cumbersome mass comes a real functioning organization that can execute and execute quickly.

In the flood of things, time and place make for propitious moments. It was in the Tabernacle in the Temple grounds in a great fertile valley near the confines of the great Salt Lake that out of the waters of educational endeavor were extracted the salt that will reason and preserve and make possible thoroughness of educational advancement. In the west across the blue waters of the Salt Lake lay the mountains of ore rich in carrying ore in calm majesty; to the south the Wasatch Mountains, rising precipitously, covered with snow and sending its streams of cold water to the feverish plain below; to the north lay the fields of green and to the east the rising hills, bare and brown with patches of undergrowth, lay quiet. And the city itself, with its broad avenues, trees of luxurious foliage, humming in the heat of a July day, together with those other intangible factors, made for the accomplishing of a great forward movement.

The need of more effective organization of the N. E. A. has been a subject discussed for years. Last year at Milwaukee an attempt was made at reorganization. It failed due to the fact that the charter granted by the Congress of the United States did not provide for a legal way of reorganization of the N. E. A. by its active members in any annual business session. The scheme was opposed by Miss Margaret Haley of Chicago, secretary of the Chicago Federation of Teachers, backed up by her following. At that session an amendment was submitted by Howard D. Driggs, University of Utah, providing that Congress should provide an act so that the N. E. A. could reorganize at a regular business meeting. The last session of Congress passed such an amendment and the reorganization scheme was carried out under that authorization.

Educators felt that the present moment was most vital for putting the scheme across. The N. E. A. was in danger of death. The question at stake was whether the N. E. A., reorganized into an effective actioning body, was to carry on the work of education in the United States, or whether it was to pass away and let education be ruled by a set of teachers' organizations affiliated with unionism and catering to a sectional part of the people instead of to the whole people.

It is not to be understood that all was harmony. The opponents to representative government desired delay and desired the old regime by which local communities could pack meetings and put sectional policies across. The action of the majority was not the voice of the minority, who claimed steam-roller tactics were being used. This opposition was very ably expressed by Vincent J. Keating in the Salt Lake Telegram of July 9, in which he writes:

"Driven by Johnson of Michigan, Newland of Nebraska and Wood of California, with the aid of Mrs. Josephine Corliss Preston of Olympia, Washington, in the president's chair, the steam-roller of the state superintendents of public instruction lumbered merrily along at the business session of the convention of the National Education Association in the Tabernacle this morning, overruling ruthlessly all opposition in its very inception and forcing the adoption of the reorganization of the association upon a representative basis."

To the ordinary reader one would gain from such an introduction that the state superintendents were engaged in some unholy cause, when on the contrary they were fighting for the life of the N. E. A. and were fighting against Sovietism in school administration. They won due to the backing of teachers and the Utah contingent. If the fight had been made in Chicago the N. E. A. would have been doomed as a great national body.

The plan adopted was discussed and approved by the Board of Directors of the N. E. A. before it was presented to the convention by N. E. A. Field Secretary H. S. Magill.

Following are amendments to the by-laws which reorganized the association upon a representative basis:

"Article II—Election of Officers, Representative Assembly and Affiliated Associations.

"Section 1. The election of officers and transaction of business at the annual meet-

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ing shall be by a representative assembly composed of delegates apportioned, elected and governed as hereinafter provided.

"Sec. 2. The president, vice-president, treasurer and directors of the association shall be chosen by the representative assembly by ballot, at the annual business meeting, a majority of the votes cast being necessary for a choice. They shall continue in office until the close of the annual meeting subsequent to their election, and until their successors are chosen, except as herein provided. The secretary and treasurer shall enter upon their duties at a date which shall be determined by the board of trustees and which shall not be later than the first of October and shall continue in office during the terms for which they are separately chosen and until their successors are duly elected.

"Sec. 3. The State Teachers' Association or educational association of a state, territory or district, may become affiliated with the National Education Association and shall be designated an affiliated state association. Each affiliated state association shall be a state unit in the organization of the National Education Association and as such shall be entitled to representation in the representative assembly as hereinafter provided. The annual dues of an affiliated state association shall be $10 for each delegate to which said state shall be entitled, with a maximum of $100. Said association shall receive without application, or other condition, all regular publications of the National Education Association, including the volume of proceedings, reports of committees and all special bulletins and announcements when issued.

"Sec. 4. A local educational association or teachers' organization within a state, territory or district may affiliate with the National Education Association and shall be designated an affiliated local association. Each affiliated local association shall be a local unit in the organization of the National Education Association and as such shall be entitled to representation in the representative assembly as hereinafter provided. The annual dues of an affiliated association shall be $5, which shall entitle said association to receive without application, or other condition, all regular publications of the National Education Association, including the volume of proceedings, reports of committees and all special bulletins and announcements when issued.

"Sec. 5. Each affiliated association, both state and local, shall be furnished a certificate of membership and shall be entitled to the active assistance and support of the National Education association in promoting the interest of such affiliated association and its members in so far as such interests come within the purpose and object of the National Education Association as set forth in its charter. The secretary of the National Education Association shall, with the advice and approval of the executive committee, make such arrangements for mutual co-operation between the National Education Association and the state and local affiliated associations as will promote the welfare of all and advance the interests of the teaching profession.

"Sec. 6. Each affiliated state association shall be entitled to elect one delegate and one alternate to the representative assembly for each 100 of its members, or major fraction thereof, who are active members of the National Education Association, up to 500 such active members, and thereafter one delegate and one alternate for each five hundred of its members, or major fraction thereof, who are active members of the National Education Association. Such delegates shall be designated state delegates.

"Sec. 7. Each affiliated local association shall be entitled to elect one delegate and one alternate to the representative assembly for each 100 of its members or major fraction thereof, who are active members of the National Education Association. Such delegates shall be designated local delegates.

"Sec. 8. Only active members of the National Education Association shall be eligible to be delegates to the representative assembly, and to vote in the election of delegates in a state or local affiliated association. An active member shall be permitted to vote for the election of delegates in but one affiliated local association.

"Sec. 9. The officers of the National Education Association as named in the charter and the state superintendent or commissioner of education of each state, territory and district, shall be ex-officio delegates to the representative assembly. The president of the association shall preside at the annual meeting of the representative assembly and the secretary of the association shall keep the records thereof. In case of a tie the president shall cast the deciding vote.

"Sec. 10. Delegates shall file their credentials with the secretary of the association on blanks furnished by him for that purpose not later than ten days before the

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beginning of the annual meeting. The secretary shall turn over such credentials to the credential committee, when appointed, with such information thereon as may be obtained from the records of the association. The representative assembly shall be the final judge of the qualifications of delegates. The delegate shall have equal rights and each shall have one vote. Meetings of the representative assembly shall be open to the active members of the association who shall be privileged to address the assembly on subjects pertaining to the association. The representative assembly shall adopt rules of procedure which shall not conflict with the charter and by-laws of the association. It shall recommend an equitable plan for paying the expenses of delegates to the annual business meeting of the association."

Mrs. Josephine Corliss Preston presided. Hugh S. Magill presented the amendment. No opposition was forthcoming until Section 9 or Article II in the above section was reached. Here Miss Sara H. Fahey of the Manual Training High School of New York moved to omit the part of the section including state superintendents and commissioners of education. She did not believe that there should be any ex-officio members. She felt that 136 such individuals would have undue influence and would work against the interests of the teaching body as a whole. Mrs. Susan B. Dorsey, superintendent of Los Angeles, spoke in favor of the amendment and received an ovation before she began speaking. Mrs. Dorsey favored the amendment, stating that if anyone had education at heart it was the state superintendents to whom the people and legislature looked to for educational advice. Other speakers favored the section and it was passed.

Will C. Wood, superintendent of public instruction of California, then took the floor and moved the adoption of the rest of the articles.

The opposition, lead by Mr. D. H. Christensen, former city superintendent of Salt Lake, and Miss Margaret Healey of Chicago, representing the Teachers' Federation of that city, then offered an amendment calling for a referendum on the reorganization scheme to the whole body of N. E. A. members. Hugh S. Magill, field secretary, stated that he had received legal advice on the matter of referendums and that the adoption of such amendment would be unconstitutional by an amendment to the charter, since Congress had delegated the power to amend the by-laws to a representative assembly and the convention today had adopted the amendment to the charter and plan of reorganization.

The opposition failed and the reorganization scheme was adopted with a tremendous yea.

The minority were not satisfied in the afternoon session. Miss Ethel Gardner of Wisconsin withdrew her name as vice-president. She said: "My conscience would not allow me to accept a place as an executive of this association, after the manner in which the meeting of this morning and that of yesterday afternoon were conducted. Prussianism in its balmiest days could not have produced anything like this meeting today. It has been dominated by a Soviet spirit."

Howard R. Driggs of the University ably refuted this attack.

Thus the great fight of the convention of July 4-10, 1920, was won.

The sentiment of the educators present was that education in the United States is of the teachers and for the people as a whole. They felt as Mrs. Susan B. Dorsey, superintendent of Los Angeles, stated, that they were not educating Class A and Class B, but were the instruments in the training of all of the children of all of the people of all the United States for the welfare and benefit of all of the people of all United States.

CALIFORNIANS ATTENDING THE NATIONAL EDUCATION ASSOCIATION AT SALT LAKE

By W. M. Culp

California was well represented at Salt Lake in some one hundred and fifty delegates from various parts of the state. By July 3 two carloads of people gathered together by Arthur H. Chamberlain at San Francisco had arrived.

Fred M. Hunter, superintendent of Oakland, is a big man (metaphysically and otherwise). Selden Smith of Ginn & Company and Hunter are masters of oratory.

Arthur H. Chamberlain is a practiced orator. He practiced a speech going out in the middle of the Nevada desert, degrees 000, to a group of our refugees and escaped in great style. Chamberlain made some four talks at the N. E. A.: (1) Results of Teacher Organization and Salaries; (3) Do State Laws Help or Hinder in Securing Good Textbooks? (4) Thrift in Its International Aspects. We always knew Arthur was a fluent speaker.

Anna Irene Jenkins of Los Angeles is another charming speaker. She always says she is not going to say anything and ends up in the middle of the floor. She was a most charming dispenser of grape juice at California headquarters.

Miss Lucy Cotrel and Miss Edna Cotrel of San Francisco were in charge of entertainment at California headquarters.

E. Morris Cox, assistant superintendent of Oakland, lent his judicial mind to lobby oratory.

B. R. Crandall, superintendent of schools of San Bernardino, arrived in good humor. He was happy to be alive, as the boiler tubes of his train's engine had blown out. The escaping steam of the cenvention did not phase him a bit.

C. C. Hughes, superintendent of Sacramento, enjoyed his visit very much. He felt very comfortable and cool in Salt Lake. It was only over 90 degrees. Mr. Hughes upheld the honor of the California delegation as he appeared in the lobby of the Hotel Utah with swallow-tail and accoutrements.

Mrs. Susan B. Dorsey, superintendent of Los Angeles, made the cleverest speech of the convention, in replying to Miss Margaret Haley's speech regarding teachers' organizations. Miss Haley had unwittingly clouded the Los Angeles issue. Mrs. Dorsey clarified the situation.

W. P. Cramsie and J. E. Hancock, both principals of San Jose grammar schools, were much in evidence in attendance at the convention.

Miss M. L. Richmond, from Hanford, superintendent of Kings County, was an enthusiastic orator.

Miss Elsie Northrup, principal of a San Mateo grammar school, was in attendance.

Miss Ethel J. Salisbury, supervisor of elementary grades, Berkeley, took an active interest in elementary discussions.

Mrs. Margaret Schallenberger McNaught was chairman of the N. E. A. commission on revision of elementary education. The committee, consisting of sixteen prominent educators of the country, presented some fine reports. The committee will continue next year in work on the elementary course of study. Mrs. McNaught gave a report on school revenue and took part in a discussion on health education.

Superintendent Will C. Wood was a prominent factor in the convention. His speech on "The Recognition of Education as Related to Our National Life" was enthusiastically received.

James Ferguson, principal of Chico High School, is a very fluent and forceful talker. He made a good address in his discussion of the Report on Tenure. He advocated the establishment of a state department on education to supervise tenure throughout a state.

H. M. Shafer, assistant superintendent of Los Angeles, thoroughly enjoyed himself at the convention as he browsed around.

Charles E. Barber, superintendent of Alhambra schools, had a very good time. He reports Salt Lake almost as pleasant as Alhambra.

Mrs. H. A. Kluegel, head of the Junior Red Cross at San Francisco, was in attendance in behalf of Red Cross work.

Mamie B. Lang of Red Bluff, superintendent of Tehama County, brought her Scotch humor to the convention. She reported she could actually float in the great Salt Lake.

Bookmen were in evidence. Selden Smith and F. A. Rice represented Ginn & Company; E. H. Barker and Mr. Hamilton represented Allyn & Bacon; Charles Beers and A. A. Belford represented Rand, McNally; L. Van Nostrand and Elberta M. Willis represented Milton Bradley & Company. The World Book Company was represented by Miss Vira Georgeson, a book lady with a minimum essentials technic of four hats and six dresses. We sure are glad we bookmen do not have to travel by trunk.

H. B. Wilson, city superintendent of Berkeley schools, (made) read some four good papers. His address on "The Teacher of Today and the Citizen of Tomorrow" was most cordially received at a meeting of the department of classroom teachers.

Following are a list of Californians regising at California headquarters, Hotel Utah: M. L. Richmond, Hanford; Mrs. Elsie J. Bozeman, Hanford; Miss Isabelle Hickey, Lemoore; May C. Wade, Berkeley; Agnes E. Howe, San Jose; Rebekah Crabtree, San Diego; Beatrice L. Russell, San Diego; Ida M. Warte, Glendale; Margaret H.

Hartwell, Hermosa Beach; Clara E. Kerr, Los Angeles; Alice E. Dippel, San Francisco; N. Ella Russell, Stockton; Nell O'Brien, San Jose; Elsie Northrup, San Mateo; Clara S. Brown; Margaret S. McNaught; Effie B. McFadden, San Francisco; Ethel J. Salisbury, Berkeley; Marion Avery, Oakland; Arthur Chamberlain, San Francisco; Anne L. Harris, Stockton; L. Van Nostrand, San Francisco; James Ferguson, Chico; Clara Midcalf, Glendale; H. M. Shafer, Los Angeles; Ernie L. Elliott, Los Angeles; Minerva A. Howell, Stockton; Mrs. Susan M. Dorsey, Los Angeles; Mrs. R. B. Baldwin, Stockton; Mrs. H. A. Kluegel, San Francisco; Elberta M. Willis, Los Angeles; C. H. Peterson, Pasadena, Susie A. Ward, San Francisco; Abie F. Keyler, Berkeley; Mrs. Julia C. Sherwood, Hayward; Carleton A. Wheeler, Los Angeles; Miss H. Buckley, San Francisco; Minnie A. Mullen, San Francisco; Mrs. E. Biedenweg, Oakland; C. Z. Scott, Coronado; Elizabeth M. Sherwood, Oakland; Mrs. C. Sheppard, Ontario; Mrs. Isabel M. Neales, Ontario; Mrs. M. O. Ryan, Glendale; Mrs. Edith Barrows, Santa Rosa; A. N. Zerman, Santa Ana; W. P. Cramsie, San Jose; J. E. Hancock, San Jose; Hallie Owen, Red Bluff; Alice B. Riedell, Los Angeles; Phebe J. Farley, San Jose; Anna Irene Jenkins, Los Angeles; Maude L. Murchie, Sacramento; Mamie B. Lang, Red Bluff; Lulu A. Shelton, Oakland; Mary Friedrich, Oakland; Leone Steinmann, Oakland; Lucy Cotrel, San Francisco; Edna Cotrel, San Francisco; Josephine E. Miller, Los Angeles; Bernice G. Davis, Los Angeles; Susan M. McFeehy, Oakland; Lewis R. Avery, Oakland; E. Morris Cox, Oakland; Elizabeth Arlett, Oakland; Gertrude Rush, Berkeley; F. A. Rice, San Francisco; A. W. Broecker, Los Gatos; Vera Georgesan, Berkeley; Fred M. Hunter, Oakland; Bertha J. Klaus, San Francisco; Eleanor T. Wegener, San Francisco; B. R. Crandall, San Bernardino; S. A. Paris, San Francisco; Louisa M. Spencer, Los Angeles; F. S. Wythe, San Francisco; Bernie M. Laudshaw, San Francisco; Samuel O. Welday, Hanford; Gladys Doyle, San Francisco; Charles Conroy Barber, Alhambra; Will C. Wood, Sacramento; C. C. Hughes, Sacramento.

H. P. Short, superintendent of Oroville grammar schools, has been visiting the summer session at Berkeley this month. Mr. Short renewed stories along Bookman Row, Wheeler Hall.

Superintendent George C. Sherwood of Orange is a live, wide-awake district superintendent. His work has attracted the attention of the state. He has recently visited the northern part of the state looking for special teachers.

Miss Essae Culver, whose library service in Butte County has been of unusual excellence, has just been re-elected by the board of supervisors for a four-year term.

Mrs. Besse Twaddle of Tulare County has been selected to succeed her sister, Miss Hermann, of San Diego County. Miss Flower succeeds Mrs. Twaddle in Tulare County.

Superintendent H. B. Wilson of Berkeley is giving a course in junior high school problems, and the school as a social institution, at the summer session of the University of California. The courses are very popular.

The Poetry of Publishing
(After Herrick)

A sweet disorder in the press
Kindles in books a wantonness:
A jacket in some gaudy tone;
A binding rather loosely sewn;
A blurb or two that here and there
Bedeck the crimson stomacher;
An arch abandon boldly telling
In grammar, punctuation, spelling,
Do more bewitch me than when art
Is too precise in every part.
—Keith Preston.

P. Blakiston's Sons & Company of Philadelphia have closed a contract with the author, H. W. Fairbanks, and the Harr Wagner Publishing Company for the immediate publication of Fairbanks' New Progressive Series of Geographies According to the Problem Method. The Harr Wagner Publishing Company will supply the trade from this territory.

Superintendent Mamie V. Lehner has resigned as superintendent of Santa Barbara County. Miss Lehner has geen granted a pension. She will be greatly missed for she was efficient, courteous and always progressive. Her successor is Prof. Pope, a successful school man, and thoroughly alive and up-to-date. He will give the people of Santa Barbara splendid service.

A New Poet

Carl Bryan Rayburn of Dinuba, Tulare County, California, is a young man of less than twenty-one years of age who has written and published a new book of poems, "A Dream of Dreams; The Charge, and Other Poems." There are sixty-four pages of miscellaneous poems on various subjects. The book is artistically bound and printed. The content shows that Mr. Rayburn has felicity of expression and a rythm quality that if properly cultivated will make him a writer of more than ordinary ability. This book will evidently give him an opportunity to develop his career as a writer. The price of the book is 80 cents. Harr Wagner Publishing Co., 1112 Hearst Building, San Francisco.

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GEOGRAPHY HELPS
A TENTATIVE COURSE OF STUDY IN GEOGRAPHY

Prepared by C. K. Studley
Vice-President Chico State Normal School and Supervisor of Geography Teaching

Our experience in the Great War and our rapidly increasing foreign trade have aroused a new interest in the study of geography. This involves new material, books and maps to help in teaching the new courses that have been developed. This new interest on the part of the pupils should make it easy to introduce new and better methods in teaching the subject.

The best recent methods in geography stress not physiography nor the old political geography, but emphasize instead what is known as the "regional" treatment of "human geography." Regional geography is based on the division of the earth into natural regions, a natural region being defined as a portion of the earth's surface throughout which the geographic conditions which help to determine life do not differ greatly. This Course of Study and the Frye-Atwood New Geographies recommended for use with it treat the geography of each continent and each country from the regional point of view, always studying topography, climate and recources from their influence upon the life of the people. The **human geography** is presented in its fullest sense—the geography which tells what the people in the different parts of the world are doing and why they are doing it.

The problem-project method of teaching should be followed whenever possible. The pupils' own interest will often determine how the study of a region should be approached. Preliminary discussion by the teacher and class can usually be directed in such a way as to center interest upon the most important topic from which a problem can be evolved. The solution of the problem then becomes the geography lesson. Many lessons should be taught with the books wide open. In this way the teacher can best instruct the pupil in correct method of study. In following the problem method of study the lifeless recitation of memorized facts can be avoided and much of the class work can be in the form of directed study in which the pupils work with pictures, maps and text before them. The effort should be to develop principles rather than to teach particular facts. History should be correlated with geography particularly in the study of the United States.

The following outline is merely suggested and should be varied to meet local needs:

In the first three grades no regular text is needed. Correlate with nature study, history, and language, teaching home geography, direction and distance, telling time, land and water forms, and the simple fundamental concepts and definitions of geography. Study child life in other lands.

Fourth Grade

Continue home geography and study of your own county.

Read Frye-Atwood New Geography, Book One, pages 1-48, on "Land, Water, Air and Life."

State Series, Introductory Geography, pages 1-115.

Fifth Grade

The Earth as a Whole and North America.

Frye-Atwood New Geography, Book One, pages 48-175.

State Series, Introductory Geography, pages 119-216.

Sixth Grade

Frye-Atwood New Geography, Book One, pages 178-264.

State Series, Introductory Geography, pages 216-333.

Special attention should be paid to California geography and to new map of Europe (page 207 Frye-Atwood, New Geography, Book One).

General topics for this grade: South America, Europe, Asia, Africa, Australia.

Seventh Grade

Frye-Atwood, New Geography, Book Two, pages 1-157.

State Series, Advanced Geography, pages 1-313.

General topics: United States, North America, and South America.

In this grade the naturlal regions should form the units for study. Emphasize essential facts of commercial geography using the economic maps in the Frye-Atwood New Geography Book Two. Summarize treatment of each section by problems based on comparative map studies (see Frye-Atwood, New Geography, Book Two, pages 82, 124, 156). Use World Map on page 305 in this book when studying routes of the great explorations.

Eighth Grade

Frye-Atwood, New Geography, Book Two, pages 157-304.

State Series, Advanced Geography, pages 317-526.

General topics: Europe, Asia, Africa, Australia and Islands, World Geography. Continue to place the emphasis on natural changes brought about by the Great War regions. In the study of Europe emphasize and study carefully the treatments of Czechoslovakia, Poland, Jugoslavia, Armenia, and the other new countries in Frye-Atwood, New Geography, Book Two. Compare the new maps in the Frye-Atwood books with older maps to show the changes in boundary lines. Locate carefully the Saar Basin, Fiume, the plebiscite areas, disputed boundaries, districts under the League of Nations, etc.

Emphasize also the importance of the Pacific Ocean and the development of the countries surrounding it.

Study carefully the position of the United States as a World Power (Frye-Atwood, Book Two, pages 277-304.)

Books for Reference and Supplementary Use

North America—

Brigham: Geographic Influences in American History.

Rocheleau: Geography of Commerce and Industry.

United States—

Allen: Geographical and Industrial Studies—United States.

Fisher: Resources and Industries of the United States.

McMurry: Type Studies from the Geography of the United States.

Bishop and Keller: Industry and Trade.

Possessions of the United States—

George: Little Journeys to Alaska and Canada.

George: Little Journeys to Hawaii and the Philippines.

South America—

Allen: South America.

Europe—

Allen: New Europe.

Africa—

Herbertson: Africa.

Du Chaillu: Adventures in the Great Forest of Equatorial Africa.

Asia—

Allen: Asia.

Huntington: Asia (Rand).

Lyde: A Geography of Asia (Macmillan).

Redway: All Around Asia (Scribners).

World Geography—

Brigham: Commercial Geography.

Keller and Bishop: Commercial and Industrial Geography.

Bishop and Keller: Industry and Trade.

Lyde: Man and His Markets (Macmillan).

Every school should use also the National Geographic Magazine.

Bulletin 97 of the Massachusetts Board of Education gives an excellent description of regional geography and the project method of teaching as applied to geography. Reprints of this bulletin can be secured free of charge from Ginn and Company, 20 Second street, San Francisco.

Portland, Spokane, Walla Walla and seven Washington Counties have adopted the Frye-Atwood Geographies since their publication last March. Ginn and Company, publishers, 20 Second street, San Francisco.

The Carnegie Foundation for the Advancement of Teaching favors married teachers. It says:

"There is probably no work to which marriage and a normal home life could contribute a qualification more essential than they could to teaching. In an educated and professionally well-trained woman, marriage and the deepening experiences of motherhood could not but serve to clarify her insight, to broaden and humanize her sympathy, and to intensify devotion to her central purpose—a purpose that would then link together and co-ordinate the processes of both home and school. This latter result would appear particularly in the transformed relation between the school teacher and the community. At present she figures as a detached public servant in a class apart. If married and a householder having children, she becomes a vitally interested and respected factor in society. With an education superior to that of most other women, she possesses, by virtue of her quasi-public position, unusual opportunities for leadership and influence and would undoubtedly improve them. A town whose schools were taught by its most capable and best educated married women would, assuming that these were also well trained for teaching, give the country a totally fresh and significant interpretation of public education. Such a relation would carry the schools straight to the heart of society's most responsible group, and would make them immeasurably more responsive to the public needs."

High School and "Grade" Teachers

Discrimination between high school and elementary teachers is regarded by the authors of the report as one of the most serious difficulties in the way of professional advancement for teachers. They point out that the prestige of a high school instruc-

torship quite outranks that of a "grade" teacher's position in popular respect, and must continue to do so until training and compensation are equalized and the two schools are merged into a single institution.

Fairfield's Pioneer History of Lassen County, California; 500 pages, octavo, four illustrations, cloth and gold; price $4.00. This book gives the best history of the life and death of Peter Lassen, Isaac. N. Roof, the provisional governor of Nevada, with many historical narratives. This book is well written, truthful, and is valuable for any library. In fact, no library on California history is complete without this book. Write for copy to A. M. Fairfield, Susanville, Cal.

Economic Statistics Applied to Education

The Russell Sage Foundation's report covers a piece of work which has been under way for many months. It applies to the problems of education, statistical methods that have long been in use in the field of economics.

The most notable educational change that has taken place during the fifty years covered by the report is in the attendance in high schools. There are now 100 times as many pupils enrolled in high schools as there were in 1870. The number then was 19,000 and now it is nearly 2,000,000.

The effect of the war is painly seen in the high school figures for the past three years. The attendance has increased with great rapidity, but the new pupils have been mostly girls. Apparently the prosperity of the country has been such that families have sent their girls to high school while their brothers have gone to work and taken advantage of the high wages obtainable.

In the matter of teachers' salaries, the states show most diversified practices. The lowest average salary is $25 per month for the state of North Carolina, while the highest is $88 in California, both being based on a year of twelve months.

A Comparative Study of State School Systems

Montana is credited with having a better school system than any other state according to the findings of a comparative study of state educational systems published by the Department of Education of the Russell Sage Foundation. Second place is assigned to the schools of California, third place to those of Arizona, fourth to New Jersey, and fifth to the state of Washington.

These findings are contained in a volume entitled "An Index Number for State School Systems" and the author is Dr. Leonard P. Ayres, director of the Foundation's Department of Education. The report is a small book of sober statistical text and many elaborate tables setting forth the methods by which the results have been secured by the Foundation's investigators.

Boards of education that neglect to get Holden book covers fail in an important economic duty. We know that these covers whenever tried give splendid satisfaction. Write for sample to Holden Book Cover Company, Springfield, Mass.

The Chicago Tribune of June 15th announces that Dr. Atwood (joint author of the New Frye-Atwood Series of Geographies) is elected president of Clark University and will also occupy the chair of geography. Great plans are contemplated. There will be established a training school for teachers of geography—the only thing of its kind in the United States. The university is heavily endowed.

W. J. Cooper, superintendent of Piedmont, Oakland, is making a fine impression with his lectures on secondary education at the University of California summer session.

Ethel Imogene Salisbury, director of elementary schools of Berkeley, delivered a series of effective addresses on "Supervision" and the "Curricula" at Berkeley during summer session.

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PROFESSIONAL RELATIONSHIP OF THE SUPERINTENDENT*

By Will C. Wood
Superintendent of Public Instruction of California

Most people who are at all in touch with the situation recognize that city school administration in America is on an unsatisfactory footing. In almost every city there is lack of harmony in school administration, varying in degree but apparent even to the casual observer. There is lack of continuity of policy and in some instances lack of the spirit of progress because of the constant shifting of responsibilities and changes in management. During the last ten years Chicago, for example, has had five superintendents; Los Angeles has had three; Boston, three; and Oakland, three. In New York, Superintendent Maxwell was able to hold on for years only by constantly fighting for his official life. The average term of city superintendents in California is only about four years and, in most instances, changes in the superintendency have been due either to friction or lack of wholehearted community support. School boards come and go with surprising regularity. All of this militates against continuity of plan and checks real progress. It makes for the development of "fads" and the pursuit of "fancies." Superintendents and boards seeking to continue in office frequently feel called upon to emphasize the spectacular in education rather than the substantial. It makes also for extravagance in school expenditure, since a change of policy means the "scrapping" of the old, and preparation for the new. Educational progress and economy of administration both demand that some way shall be found to secure better continuity of school policy.

I believe that the real cause for frequent changes in the superintendency is to be found in the system. No man should be required to bear alone the tremendous responsibilities now resting on the shoulders of the city superintendent. **The chief defect of our school administration is the unwise centralization of responsibility in one man. The board of education ought to bear its share of the burden. It should not assume that each new superintendent is a prophet to be followed implicitly until he proves himself merely human. It should start with the presumption that he is human like the rest of us, and that all educational wisdom is not crowded beneath his cranium. We ask too much of a superintendent when we ask him to be omnipotent, omniscient and omnipresent, as many school boards do.**

If we are to prevent this quadriennial hegira of superintendents we must get away from the idea that the superintendent is a policy maker. He isn't and he can never be a policy maker in any American community. The American people are so constituted that they do not accept any policy without question, no matter how handsome the wrappings of the package may be. They want leadership and advice, but they reserve to themselves the right to analyze the offering, selecting what they deem good and rejecting what they do not like. A school board fails in its duty to the superintendent as well as the public when it accepts any policy before it is convinced of its soundness. It should require the superintendent to prove all things in respect to policies before accepting them as good. A policy whose wisdom cannot be demonstrated to the complete satisfaction of a board of laymen can afford to wait. If it is accepted solely upon faith, it has in it the elements of failure, since the community cannot be expected to accept it more readily than the members of the board who have had better opportunity to study its worth. And a policy that is not accepted by the community is not a policy after all.

This brings me to a consideration of the relation of the superintendent to the public. A superintendent can do good work only when his relation to the public is cordial and sympathetic. It is his business to know the community if he is to advise it concerning its educational interests and policies. School systems are not like plants that may be transplanted. A school system that serves Pittsburgh in excellent fashion may be poorly adapted to Los Angeles. A school system, to be most worth while to a community, must be the outgrowth of community conditions and needs. Only a man who knows a community thoroughly can suggest the most appropriate lines of school development. For that reason the superintendent must know the people with whom he is working. He must know the city geographically, industrially, sociologically, economically. He should know where expansion of the school limits will probably be made, so that he may plan school extensions. He should know the industries of the community if he is to plan vocational training to meet community needs. He must know manufacturers, business men and labor leaders with whom he must work. He must know in cordial manner the newspaper men and ministers who have much to do with shaping public opinion. He must be in touch with all kinds of civic organizations, women's clubs and parent-teacher associations, since they are informal instrumentalities through which democracy functions. Directly and through assistants he must keep in touch with parents and pupils so that he may find the reaction of school policies upon them and their reaction upon school policies. He must be closely in touch with affairs generally, so likeable, so respected, that every organization and newspaper will be open to him for the exposition and interpretation of school policies. He must be as deeply interested in community development as any other citizen, and must be so broad in his outlook and sympathies that he will be regarded as a community builder in the broader sense. In all his activities, however, he must be non-partisan, and in all his official dealings non-sectarian, since he is representative of a community institution which includes all parties and all sects.

Now people become democratic citizens by a process of growth only. A man may be 21 years of age, but he is not a democratic citizen unless he has learned to participate in democracy, to bear its responsibilities, and to co-operate with his fellows in common affairs and enterprises. The school system, up to very recent times, has not afforded opportunity for participation and co-operation. It has been an automatic school system from kindergarten to college. There have been few opportunities for self-directing participation or for co-operation. Even the recitation has been a matter between the teacher and one pupil—the one who happened to be answering the question. In recent times, the spirit of the schools has changed somewhat. Pupils, especially in high schools, have been given opportunity to participate and bear responsibilities. Clubs, organizations, enterprises have been introduced so that pupils may grow in ability to assume responsibilities and to do things instead of reading about them. The result has been life and growth.

It is time for us to introduce democracy in our school organization, but I would not confuse supervision with direction in matters of detail. I would have plans, but they would not be imposed by the supervisor. They would be worked out by teachers under the leadership of the supervisor, theory and practice having opportunity to meet and adjust themselves to one another. I would have internal school policies, but they would be worked out by the principal with his teachers or by the superintendent with his council. In every school department there should be a council of representative teachers elected by the teachers themselves to discuss with the superintendent and make recommendations upon matters of internal school policy. Matters pertaining to courses of study, promotion of pupils, adoption of textbooks, and so on, should be presented to them. The superintendent should present his plans to this body, answer questions, accept criticisms, and when the plan is completed, it should be the plan of the whole body. In this way we should throw responsibility where it belongs—upon the teachers; they would grow professionally through participation; they would learn to co-operate; they would learn in actual practice the principles and applications of democracy which they are expected to teach. In no other way, I believe, can we keep professional spirit among teachers; in no other way can we overcome the spirit of unrest now prevalent in the teaching body; in no other way can the superintendent keep the confidence and co-operation of the teaching body. The plan will, I believe, dignify classroom teaching and will eliminate much of the friction in the school organization.

Let me summarize, then, the chief points that should be kept in mind in considering this problem:

First, the school board, representing the public, is the body charged by law with supreme administrative responsibility. It should retain in its own hands the power and responsibility of passing upon all matters of public school policy except professional matters.

Second, all professional matters, including matters of internal policy, should be delegated to the superintendent or to professional assistants, through the agency of the superintendent's office. In the interest of real progress, the superintendent should advise in these matters with the representatives of the teaching body, whenever that body is rightly concerned.

Third, the teachers should be accorded

* From School Board Journal for June, 1920. The above able article should be carefully considered by legislative bodies and organizations considering reforms by initiative measures.

the privilege of conferring through their representatives directly with the board whenever their salaries or working conditions are under consideration.

Fourth, the board shall adhere to its present plan for the appointment of teachers, similar to the civil service plan, leaving the rating of applicants to professional assistants.

Fifth, the tenure of teachers should be during efficiency and good behavior, but a reasonable plan for dismissal of incompetent or undesirable teachers should be provided.

Sixth, the city of Los Angeles, in the interest of continuity of school policy, should elect its board members for longer terms, and provide for gradual retirement of members instead of a sweeping retirement as at present. In my judgment, this is a very necessary change.

The fundamental thing, in the reorganization of American city school administration, is the introduction of the spirit and machinery of democracy. It will, in my judgment, relieve the superintendent from responsibilities which he should not be expected to bear and will encourage teachers to plan and work with better spirit and to better advantage because they will feel that they are no longer cogs in a great unwieldy machine, but a part of a living institution. It will substitute co-operation for inharmony so prevalent in many city systems. It will also enable American democracy to renew itself continually and in a natural way, through a school system democratically organized and democratically administered.

New Methods in Education Are Predicted; U. C. Professor Pleads for Child Control Plan in Schools

Berkeley, July 15.—A new philosophy for the education and betterment of mankind is about to be set up in America, according to Professor C. E. Rugh, professor of education at the University of California, in speaking this morning at the opening session of the third annual convention of the American Physical Education Association, Western Division, meeting at the University of California. Professor Rugh denounced a "subject-centered curriculum" which entailed specialization, and made a plea for a "child-centered" scheme. He said:

"We are working under a subject-centered curriculum which brings with it the plan of specialization now followed by educational institutions. The more I study the methods of universities and colleges, the more my faith in them as a medium for training public school teachers is decreased.

"The more I see of the thousands of teachers turned out by the universities, the more sympathy I have with school children.

"America is leaning toward and may set up a new philosophy to take the place of the old German philosophy, and it will have the child as the center. If we set up in America a subject-centered scheme of philosophy we will go back to the old German order of things. If we are bold enough to set up a child-centered philosophy, we will lead to big things.

"One of the greatest obstacles to general physical education is athletics as conducted in our high schools. The universities are to blame. Athletics at present is not play, but hard work."

Professor Rugh closed his address by urging a health and hygiene program for physical education.—San Francisco Chronicle, July 15, 1920.

Physics. By Willis E. Tower, Charles M. Smith, Charles M. Turton, in collaboration with Thomas D. Cope, Ph.D., University of Pennsylvania. Seven plates and 448 other illustrations. Philadelphia: P. Blakiston's Sons & Company. Cloth. 507 pages. Price, $1.35.

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California School Law Course Added to Los Angeles Summer Session

California school law and administration is the title of a new course added to the curriculum of the University of California Summer School in Los Angeles, June 21 to July 31, to be given by Arthur Gould, assistant superintendent of schools of the city of Los Angeles.

According to Dean Monroe E. Deutsch at local offices of the Summer Session, 417 Union League Building, this new course is intended for teachers completing requirements of the State Board of Education for permanent elementary credentials.

Mr. Gould, who for many years was principal of the San Diego High School, is a graduate of Pomona College and of Yale University. Before his teaching experience in the West, Mr. Gould taught in several Eastern schools. Dean Deutsch today stated that the course on California school law and administration should prove one of the strong education courses of the session.

Mark Keppel, Superintendent of Schools of Los Angeles, will give an address on June 28, on "Adequate School Support," the initiative measure at the University Summer School, southern section, Los Angeles.

C. L. Phelps of the Santa Barbara State Normal School, has written a splendid appeal to young men to enter the profession of teaching. He writes a whole volume in one page. Write to Santa Barbara for a copy, and hand it to some young man who is considering a career.

Miss Maude Irene Schroeter of Trinity County, formerly superintendent of schools, and very popular, was married recently to F. E. Chapman of Trinity Center. The best wishes of all the educational public, including the bookmen, go with Mr. and Mrs. Chapman in their matrimonial career.

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ITEMS OF PUBLIC INTEREST FROM PROCEEDINGS OF THE STATE BOARD OF EDUCATION, JUNE, 1920

The State Board of Education met in regular quarterly session in Sacramento, June 7-12, 1920.

In answer to the Board's request for an opinion in the matter, the Attorney General ruled that in accordance with Section 1875 of the Political Code, the Superintendent of Public Instruction is authorized to withhold twenty-five per cent of the school moneys to which a city or district may be entitled, if, following the adoption by the county board of the course of study, which course calls for the use of the textbooks prescribed by the State Board, the said city or district refuses to have taught the subjects so prescribed by the county board, and so refuses to use the said prescribed textbooks.

Pursuant to the Attorney General's opinion, the Commissioner of Elementary Schools was requested to make an investigation of the matter of failure to use state texts.

President Clarke reported on the national conference at Washington, D. C., April 19 to 21, 1920, called to discuss the present crisis in education in the United States, which he attended.

The Commissioner of Secondary Schools reported that a common blank for admission to the normal schools and the university has been approved and is being printed.

Dr. McNaught reported that the subcommittee on the teaching of music in rural schools had worked out minimum essentials in the teaching of music in the rural schools:

The following resolution was adopted:

"Whereas, the initiative has been invoked to place upon the ballot at the November, 1920, election, a measure reducing the tax which may be charged by the commercial teachers' agencies for their services in notifying teachers of vacant positions and recommending them for the same; and

"Whereas, the commercial teachers' agencies have appealed to the State Board of Education for assistance in defeating this measure, and in substituting for it a measure providing for the regulation and licensing of commercial teachers' agencies by the State Board of Education; and

"Whereas, the State Board of Education has requested the Cabinet to recommend specific action to be taken by the Board at its meeting to be held on June 7, 1920; therefore be it

"Resolved, That it is the sense of the Cabinet that no action would be taken by the State Board of Education in this matter."

The following recommendation of the Cabinet was approved:

"That the Commission of Credentials be authorized to collect information in regard to the present cost of maintaining placement bureaus in the public teacher-training institutions, and the estimated cost of operation of four stations; namely, Los Angeles, Berkeley, Sacramento and Fresno, to be used in case the legislature should seek to empower to the State Board of Education to establish a teacher-placement bureau for all teachers."

The following recommendation of the Cabinet was re-referred to the Cabinet to report at the next meeting of the Board as a part of the complete program of legislation:

"The Cabinet also recommends that the legislature be requested to empower the State Board of Education to grant without charge State Board credentials to all graduates of the State University, the State normal schools and all other accredited institutions who have fulfilled the conditions for the granting of elementary or secondary credentials."

A committee of normal school presidents, composed of Presidents Burk, Hardy, Kemp and Phelps, appeared before the Board to confer with the members concerning the question suggested by the Board of Control that the normal schools should have some sort of standard for measuring qualifications of candidates for their faculties. The normal school presidents were requested to agree on some plan and present it to the Board at a later meeting.

The Commissioner of Elementary Schools was authorized to have five hundred copies of the report of the music committee on minimum essentials printed.

A request from a group of commercial teachers in Southern California requesting that commercial subjects be added to the list of five main subjects from which majors may be selected, was denied.

The Commissioner of Elementary Schools requested that the State Board of Education in preparing its budget for the coming biennial period should include an amount for educational investigations to be carried on by experts. The recommendation of the Commissioner of Elementary Schools was approved.

The application of Mills College for accreditation for high school certification was granted, to begin May, 1921.

Supervisor Hetherington was granted a leave of absence for the month of October, to go to the State of Washington to assist in organizing a physical education program.

The printing of 500 copies of the manual for teachers in Studies in English to accompany Book II was authorized.

Dr. E. R. Snyder presented orally an outline of the Federal law for rehabilitation of persons injured in industrial pursuits and otherwise, which will go into effect July 1st. He stated that the administration of this act is in the hands of the State Board for Vocational Education, which in this state is the State Board of Education; also, that the state will have to provide some way that will enable them to furnish dollar for dollar with the appropriation. The amount for next year is $750,000 for the United States, of which California will receive approximately $22,000.

Dr. Snyder's leave of absence was extended to September, 1920.

Retirement Salary Business

Refunds of erroneous salary deductions, amounting to $188, were granted.

Retirement salaries were granted as follows:

Five Hundred Dollars per Annum: Nellie Armstrong, San Francisco; Addie R. Brown, Los Angeles; Pauline M. Eilers, Sacramento; Mary Fackler, Redlands; Lou M. Fellows, Auburn; Blanche K. Freeman, Los Angeles; Lucy J. Hinkson, Sacramento; Mary V. Lehner, Santa Barbara; Mabra H. Madden, Yreka; Vesta Olmstead, Los Angeles; Luella Palmer, Highgrove; John Robert Parker, Fullerton; Sarah C. Prickett, Ontario; Laura E. Settle, Pasadena; Elizabeth Smead, Los Angeles; James R. Tilson, Vacaville; Josie M. Van Damme, Fort Bragg; Mrs. Ellen D. Westerman, Pomona; M. Ida Williams, Pasadena; Geo. W. Wilson, South Pasadena; Mary Walcott, Fresno.

Under Section 14 of the Law: Margaret T. Anderson, Crescent City; Mrs. Eugenie R. Bird, Lodi; Mrs. Kate L. Davis, Long Beach; Mrs. Virginia Faulconer, Manzama; Mary E. McMillan, Oroville; Cora A. Reavis, Los Angeles; Wesley E. Roscoe, Upper Mattoe; Marea Van Vleck, San Francisco.

The Board adjourned to meet in the bay region September 20, 1920.

Respectfully submitted.

WILL C. WOOD,
Executive Secretary.

The U. S. Civil Service Commission is advertising for assistant teachers in elementary subjects, high school subjects, commercial subjects and agriculture, and for girls' athletic directors. Indian Service to U. S. Civil Service Commission, Postoffice Building, San Francisco, for form 1312.

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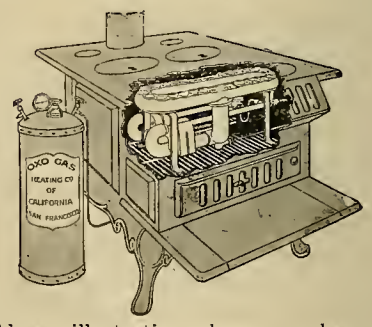

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Mrs. Margaret G. Hyatt, formerly deputy superintendent of public instruction, was a recent caller at the office of the Journal of Education. She is greatly interested in the educational progress of the state and the personnel of the leaders.

MorePay for Teachers

"The Call to Arms" of the American publis this year has been "more pay for teachers." From the Atlantic to the Pacific has this imperative cry sounded forth. A partially indifferent public awakened to the fact that immediate steps had to be taken to place the teaching profession upon a more permanent financial and professional basis. The beginning salary of the teacher had to be larger. There needed to be greater and more certain financial rewards for continuous service.

A. S. Cook, New State Superintendent of Maryland

The Maryland Board of Education on June 4th elected Albert S. Cook state superintendent of schools for four years at an annual salary of $8,000. When little Maryland can pay $8,000, for such educational services as rendered by Will C. Wood this state should pay at the very least $10,000 per year.

George C. Kyte, principal of the Emerison school, Berkeley, gave an excellent series of talks at the University of California on California school law and administration, and T. J. Roseman, who has recently been elected principal of the Gridley High School, delivered a series of talks on his specialty, vocational agriculture, at the University of California this vacation.

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WESTERN SCHOOL NOTES

Dr. J. T. Bobbitt has been spending several months at the State Normal School of San Francisco to study the various types of individual instruction given at this institution.

The Board of Education of San Francisco has secured over one hundred excellent young teachers by its civil service tests for next year. One hundred and seventy applied. The young women were, as a rule, of a high order of intelligence and had, with one or two exceptions, university or normal school training.

Chester H. Rowell, who was at one time principal of the Fresno High School, came out in a broadside against the Fresno city school administration. It is a trite saying that an ex-schoolman is usually the most unfair of all critics of our public schools. Our judgment, therefore, of the Fresno schools would not be greatly influenced by the criticism of the editor of the Republican.

Superintendent Elmer E. Cave of Bellingham, Wash., has been offered the city superintendency of Vallejo. Professor Hudghkins, who had be elected, has accepted a position at San Mateo High School under W. L. Glascock.

Frank Pierpont Graves, formerly president of the University of Washington, and a noted educational writer, has become the editor of the Educational Review.

AMERICAN IDEALS

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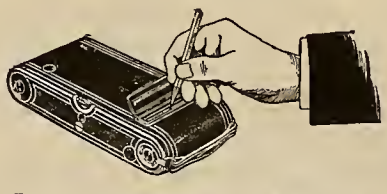

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OCCUPATIONAL COURSES — SENTOUS STREET INTERMEDIATE SCHOOL, LOS ANGELES CALIFORNIA

Herbert F. Clark

The occupational work thus far has been carried on in the A7 and B8 grades. The A7 work has been done as a solid (that is, five times a week) and the B8 work as a non-solid, i. e., two periods per week.

In the A7 grade we have used Gowin and Wheatley's Occupations as a text in the hands of the pupils, as a basis for reading material and general subject matter. The children do not take the books home and are not assigned any definite portions for study, but the text is used during the recitation as a basis for reading and discussion, and from it words are taken and placed on the board, thereby building up what we call a vocational vocabulary. As a part of their home work we require the children to write these words into good English sentences, or some vocational story, poem, dialogue, etc., as the initiative of the individual pupil leads him. When we get a hundred new words, we make a review of them and then give a test to see how well the children have learned them. The point here being that in this sort of work pupils come to know how to spell and use vocational terms, and at the same time secure valuable information about the occupation under consideration.

We make use of the references at the close of the chapters, study the graphs in the book and read the material at recitation time. Beginning next fall we will use Giles' Vocational Civics. Our feeling is that the teachers need some sort of text as a pilot, lest in the hit and miss discussion that usually follows outline work, both teachers and pupils drift all around in the sea of vocational ideas and get nowhere particularly. That doesn't mean that we are slaves to a book, but it does mean that we have decided to cover a certain amount of constructive vocational study in a given time, and we want to do this in some intelligent, pedagogical manner. We must remember, too, that children need to learn how to use books and how to interpret the printed page, and what written materials are available on vocational subjects. For what good is information and ambition unless they know how to use the tools by which they can carry on their study after leaving school?

In the A7 work, some teachers have the children make scrap books in which are collected pictures and printed material concerning different occupations. Some take the children out on industrial excursions. Much lee-way is given each teacher in the method of handling the work, but largely with the same aim in mind, namely, to open up the great human fields of occupations to the children and let them get some sort of an intelligent insight into the possibilities lying out before them as a means of earning a decent livelihood. An important feature of the A7 work is the study of the courses of study of the high schools of the city, helping the children to choose more intelligently the lines of study offered to them. Los Angeles has some ten high schools, each one attempting in a way to carry out some special phase of educational work, and our children need to know this, and also how to plan their work in the intermediate schools so as best to fit themselves for their prospective high school courses.

The work during the past two years in this occupational study, at least in this school, has fully justified its inauguration. It has had a decidedly wholesome effect upon the children taking it, and some of us feel, on the school as a whole as adding a decidedly practical tone to the whole institution. We are planning to change this work to the B7 grade next year, because by doing that the work in certain other subjects may be offered to better advantage, and we do not anticipate any harm will be done to this work by offering it to pupils who are a few months younger.

The work in the B8 grade is along the same line, but of a slightly more advanced quality. In this grade we feel that the children ought to become acquainted with various books and magazines of a vocational nature, and be able to digest them to some extent and give some information back to the other pupils. So we indicate a certain amount of required work from each pupil, and let this be interspersed with discussions, excursions, and so forth. The required work for the half year consists of the following:

1. A notebook for daily work.
2. A vocational book review.
3. A vocational magazine review.
4. A vocational article review.
5. A paper or oral presentation of some vocational subject.
6. A list of vocational books.
7. A list of vocational magazines.
8. A list of at least five men or women who have achieved and what they have done.
9. Reports on five excursions or individual investigations.

The book review involves the following points:

1. Title.
2. Author, who he is.
3. Publisher and where located.
4. Number of parts and chapters.
5. Table of contents.
6. Contents of subject matter.
7. Pick out some paragraph of chapter and tell about it.
8. Do you commend this book to your class mates, and why?
9. Author's purpose in writing the book.

The magazine review involves the following points:

1. Name of magazine.
2. Where and by whom published.
3. How often issued and price.
4. Character and extent of advertisements.
5. Table of contents.
6. Special reference to some particular article.
7. What do you think of the magazine?

The article review involves the following:

1. Subject of article.
2. In what magazine.
3. Author and standing.
4. Number of pages in article.
5. An outline of subject matter.
6. What is there in it of vocational value?

In addition to these reviews we aim to outline and discuss some leading occupations in detail. In this grade we separate the boys and girls and our experience leads us to believe that this is a fine thing to do. Certainly boys and girls who have had this prevocational work as indicated above will look at the problems of life from a more intelligent point of view and be able to make a wiser adjustment of themselves to the work of the world.

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Vote for Samuel M. Shortridge for United States Senator at the Primary, August 31, 1920

The readers of the Western Journal of Education are particularly interested in the election of Samuel M. Shortridge for the reason that his experience, personality and ideals have a strong appeal to those who have a vision of statesmanship. His career is one that would make a fine lesson for boys. It would be a live human document. It would not be the story of a poor boy and his struggles to get rich. It would not be the story of heroic endeavor along unusual lines. But it would be the simple story of a boy who had to fight to maintain his high ideals every foot of the way. Like Harding and Cox, he began active public service teaching in the rural schools. Mr. Shortridge taught a little country school in Napa county before he began the practice of law. He has always maintained in his legal work, in his public speeches, in his citizenship, the attitude of the teacher and student. He has never lost interest in the teaching profession, and has been an advocate of higher salaries for the teachers, tenure of position, and standardization of certification, and in national affairs believes that education is of sufficient importance to justify a Secretary of Education in the Cabinet. Mr. Shortridge is a student of the classics and history, and his speeches and conversation are enriched by the felicity of classical and historical reference, and his library is a storehouse of the choicest literature.

As a man he measures up to the highest type. He holds the record of having made more speeches for the Republican party, and for such occasions as the Fourth of July, Memorial Day, dedications, addresses for libraries and schools and buildings used for public purposes, than any other man in California. He has consistently refused to accept cash payment for his services, and has refused time and again to be a candidate for office. When he began the practice of law in the early eighties, he said to the writer: "I will never be a candidate for office for the sake of the salary, but when the time comes that I can serve the people of California in the United States Senate, I will be proud to do so." The time has come. Mr. Shortridge is before the Republican party for nomination as Senator. He will be able to give the State great service on the international questions now pending. His attitude on labor and capital is fair and just. He has visioned as few men have the development of the Pacific and upon all questions affecting the interests of the West. He will work for California and her people. He will stand shoulder to shoulder with Hiram Johnson on a progressive policy for the upbuilding and preservation of the interests of the American people, and his nomination will strengthen the Harding and Coolidge Republican ticket in California. Republican county committees have endorsed him throughout the State. Prominent men in labor, in the professions, on the farm and newspapers have endorsed him. The people are realizing that now is the time to elect Shortridge Senator. California needs him. The Nation needs him. You need him. Vote for him August 31, 1920.

SAMUEL M. SHORTRIDGE

Samuel Morgan Shortridge was born August 3, 1861, at Mount Pleasant, Henry County, Iowa; was educated in the public schools, graduating from the high school at San Jose, and taught school for four years. He has served the public as teacher; Presidential elector in 1888, and Presidential elector-at-large in 1900. His life has been characterized by work—work in the schoolroom, in the mines, in his law office, and in the courts. Mr. Shortridge has delivered many speeches—on political, educational and economic questions; memorial addresses, Fourth of July orations; on Masonic occasions; speeches on Italy, Scotland, Mexico, etc.; on "Western Diplomacy," on William McKinley, Lincoln, etc. Mr. Shortridge represents the highest type of oratory. His style is full of dignity and repose. He understands the art of actor, but never poses or uses the twists of voice or action to hold the attention of his hearers. The chief characteristics of his style are elevation of thought, humanizing patriotism, and vigorous expression.

AN AMERICAN CANDIDATE

The Americanism of Samuel M. Shortridge is sourced in the American schoolhouse. In his youth he was himself a school teacher, and he has never departed from the loyalty there engendered for the institution that, in larger degree than any other, has contributed to the preservation and integrity of the American republic.

In an address at the annual convention of county supervisors held in San Francisco, Mr. Shortridge took occasion to impress upon his hearers the vital importance of the American public school. Real Americanism, he said, begins in the school, and competent teachers should be encouraged by adequat salaries to stay there. It is the belief of Mr. Shortridge that the public school system of the United States is the fundamental structure upon which rests the democracy of our country. He has frequently, in his political speeches, voiced this sentiment with fervor and the sincerity of a patriotism confirmed and corroborated throughout the history of the nation. He has traced the best and truest citizenship of America to "the little red schoolhouse," wherein earnest men and women have so competently inculcated not only the rudiments of learning, but the morality, the loyalty, the patriotism, the civic devotion of millions of American freemen. No other candidate in the running should appeal to San Diegans as forcefully and as genuinely as Mr. Shortridge. More than any other is Samuel M. Shortridge a San Diego candidate, and we bespeak for him the loyal support of every true American within our jurisdiction.—From the San Diego Union.

School Boards, Teachers and other citizens should respond to the campaign through the initiative measure for more money for elementary schools, endorsed by State School Administration. Mark Keppel, Los Angeles, Chairman of the Promotion Committee.

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Vol. XXVI. No. 8 SAN FRANCISCO, AUGUST, 1920 Price, 15 cts.

MEETINGS

Bay Section the California Teachers' Association; H. B. Wilson, President, Berkeley, Cal.; W. L. Glascock, Sec-

Northern California Teachers' Association, Ella McCleary, President, Sacramento, Cal.; Mrs. Minnie O'Neil, Secretary.

Central California Teachers' Association, Jerome O. Cross, Fresno, Cal., President.

Southern California Teachers' Association, Carleton Wheeler, President, Los Angeles; Dr. A. E. Wilson, Secretary, Los Angeles.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs. Mrs. M. R. O'Neil, Sacramento, Cal., President; Mrs. I. M. C. Smith, Sacramento, Cal., Secretary.

Central Coast Section the California Teachers' Association; R. B. Leland, San Jose, President; G. A. Bond, Santa Cruz, Secretary.

California Education Officers, Sacramento, Cal., Hon. Will C. Wood, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Albert C. Olney, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Stanley B. Wilson, Mrs. Agnes Ray, George W. Stone, Mr. Lester J. Hinsdale, Sacramento; Elizabeth R. Phillips, Porterville.

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ALICE ROSE POWER, School Director, City and County of San Francisco, San Francisco, Associate Editor.

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HOW TO KEEP FIRST-CLASS MEN IN SUPERINTENDENCIES

Edward O. Sisson
President University of Montana
Missoula, Mont.

In order to attract high-grade men into school administration salaries must certainly be raised; but this is not all. The question of professional standing and respect is vital. The lawyer, the physician, the engineer, all speak with authority, are listened to with deference, and their advice, generously paid for, is closely followed. Their professional standing reflects favorably upon the general regard in which they are held. Men of all walks of life acknowledge their expertness. They themselves take pride and deep satisfaction in claiming connection with their professions, and feel that their own personalities are enhanced and dignified thereby.

With the profession of teaching a very different state of affairs has existed. We have too often felt flattered when mistaken for lawyers or doctors or even traveling salesmen. We have apologized for, or at least explained, our occupation. How often has a poll of a schoolmasters' club shown that ninety per cent of its members did not choose teaching, but drifted or were somehow forced into it?

Study of the probable causes of this condition and also of the actual status of other professions suggests certain lines of procedure and advance:

First, education must become more and more a profession and the educator more an expert. Guesswork and happy chance or too often unhappy chance, have long ruled in the theory and practice of education. Now the beginnings of a true profession are being laid, and the members of the profession may profit by this fact, if they are willing to pay the price of their preparation and continuous study—just like the medical or technical expert. Some things in education we now know, not by easy assumption, but by rigid investigation and strictly scientific procedure.

For the fuller operation of this upward trend in the profession it is evident that two things are needed: first, the true technique of education must continue to advance through research and practical constructive genius: this is as it were the development of educational engineering, covering the whole field from the physiology and psychology of the individual child, to the largest problems of school finance and operation. Second, the body of administrators as a group must become more and more fully trained and expert in this technique. This is in my judgment the deepest and most comprehensive force in the uplift of the profession, and so in the task of keeping first-class men in it.

With this must go the fuller awakening of the people in general to the absolutely crucial importance of the educator's work.

The teacher is at present too much bound to neutrality on all questions about which his fellow citizens are not completely unanimous. He may utter no opinions on any subject concerning which it is worth while to have opinions. His official function is a straitjacket, cramping his manhood and citizenship. Here it is easier to diagnose than to prescribe, except in very general terms—that his personality must be enhanced even at the cost of official convenience: in the long run we shall have better teachers by this method, because completer men and Americans.

Finally, the educator himself must hold up his head and look his fellowmen squarely in the eye and make no excuse or apologies.

THE SALARY OF THE COUNTY SUPERINTENDENT

The salaries of the county superintendents must be increased. It should be done at the next session of the legislature. Will you jarr your member of the legislature enough to have it increased? Do not do so for personal reasons, but for the sake of the office, and for the man who may follow you. Superintendent Shipley of Imperial resigned to accept the superintendency of El Centro at double the salary. Superintendent Schultzberg of Monterey resigned recently because of getting a higher salary elsewhere.

The work of supervision in the counties has been greatly crippled by the niggardly policy of the counties and the State in fixing salaries of county superintendents. Men like Mark Keppel, F. F. Martin, Roy Cloud, L. E. Chenoweth, J. B. Davidson, Ira Landis, S. M. Chaney, W. H. Hanlon, C. W. Edwards, R. P. Mitchell, and women like Grace Stanley, Kate Donnelly, Miss Mignon, Cecil Davis and Blanche Reynolds, are worth double the present salaries. In fact, the salaries of county superintendents, with few exceptions, have not been increased for twenty-five years. The salary of the State superintendent is only $5000. Little Maryland pays $8000. The salary is entirely inadequate for either the office or the kind of service the present incumbent is giving the State.

San Francisco is going to submit an amendment to the charter increasing the salary of superintendent of schools to $8000. There should be at this time an attempt to create public sentiment in favor of more salary for county superintendents, and there should be practical work done to impress every candidate for the legislature with the justice of the appeal.

P. Blakiston's Son & Co. of Philadelphia are patrons of Western talent. Among their authors are Prof. E. Percival Lewis, University of California, author of Wave-Motion and Light Section of Duff's Physics, a book that is the standard for university and college classes. S. J. Holmes, of the University of California, author of Animal Biology; the Pasadena High School has very large classes with this book as the text. E. H. Barker, formerly of Los Angeles High School, author of Barker's Trigonometry; used in many high schools of the State. F. T. Bioleti, of the University of California, one of the leading contributors to Marshall's Microbiology, a book of unusual value; and Harold W. Fairbanks, of Berkeley, the author of the New Progressive Geographies, now in press.

ARE WE GETTING "PROPER RETURNS" FROM INDUSTRIAL EDUCATION?

John N. Greer

Assistant Superintendent of Schools, Minneapolis, Minn.

The academic ideal in education has been hitherto "intellectual discipline." Industrial education makes of education a "social process"—a social process that functions at once in the life of the community.

There is little hope of proper returns being made until these two ideals are co-ordinated and recognized as of equal value.

Today education is being given the acid test. I venture to prophesy that the more we make education a social process and at the same time maintain discipline the sooner we will win the approval and the hearty co-operation of the public whose servants we are and whom we must obey.

The slogan "equal opportunity for each child" can be met only by the public school becoming of such a comprehensive type that it shall perform all the educational work required of it by its community and perform each task equally well.

All children in leaving the public school land in one of five environments:

They enter the field of higher education.
They enter the field of business.
They enter the field of industry.
They enter the field of agriculture.
They enter the field of home making.

The public school, to function properly and to make "proper returns" must shape is courses to provide standard training in all these lines.

The only way this can be done is to so departmentalize the comprehensive high school as to compel it to function with equal force in all these fields of knowledge. This can be done only by having a broader trained and better paid type of high school principal who shall be assisted by co-ordinators within the school directing the organization, classification, and outlining the study content of each department, with authority to secure the teachers who possess not only the technique of teaching, but also the "particular trade experience" that the subject matter requires.

Then on top of this the comprehensive high school, embodying all these departments, should be interlocked as a whole by means of its music, its social life, its gymnasiums, and its athletics, into such a harmonious unit that it becomes in fact a "people's college," implanting in the character and conduct of each of its children the fundamental and vital facts of pure democracy.

SCHOOL LIBRARIES AND AMERICANIZATION

Joy E. Morgan

Field Secretary, American Library Association, New York, N. Y.

Public and school libraries have possibilities as engines of social progress and instruments of Americanization of which we have as yet but barely dreamed. The public library is the educational agency responsible for the informal education of the entire community.

The school library exists for the school and its policies are shaped according to the purposes of the school. Neither can take the place of the other, but they have a vital and intimate relation. The school library should supply collateral material for all the school courses. It should vitalize geography, and history, and English, and the other school subjects. It should do vastly more than that. It should encourage the child to discover interests and to develop great life purposes that will carry over into the period of active citizenship.

The school library introduces the child to the real books, the books whose spirit has not been lost in an effort to fit some course of study. The school library is the isthmus which connects the restricted education—the limited intellectual contacts of the classroom—with the broad and richly varied intellectual activities of the citizen. Unless this important connection is made, the child, once out of school, slides back into narrow grooves of interest and into fixed and provincial ways of thinking that are dangerous to national welfare. It is for the school library to give him the broader outlook. It is for the school library to fix in his mind as a permanent active working policy the nation that the school is not the end, but only the beginning, of education, which through the wise use of printed material he can continue throughout life to his own profit and the good of the republic.

These are the aims of school library service. Looking at the problem nationally it is falling far short of the mark.

There are two sources from which most help may be expected in its solution. The American Library Association has launched a program of education and publicity which will awaken the nation to the real importance of adequate libraries and well-paid librarians just as the National Education Association has forcefully brought to the attention of the American people the necessity of good schools and well-paid librarians. There is every prospect that under the new plan of federal aid to education, libraries will be generally promoted. Federal aid, beginning at $1,000,000 a year and increasing by that amount annually until it reached $10,000,000 a year, would if wisely distributed cause the development of adequate libraries, both school and public, throughout the nation within a generation.

WHAT THE WAR HAS CONTRIBUTED TOWARDS TEACHING CITIZENSHIP

Guy Potter Benton

Associated Educators of America, New York, N. Y.

It was a warrantable expectation that this war, which America entered without ambition for financial or territorial gain, should have taught ineffaceable lessons of the highest citizenship. By our participation in the war we did emphasize, while it was still in progress, the two great fundamental lessons of civilization, namely, obligations of neighborhood and duties to childhood.

We evidenced our faith in education by an overseas educational establishment created under orders of General Pershing. Following the armistice, a complete school system was inaugurated within the American Expeditionary Forces. In the Army of Occupation a careful survey conducted during the month of January, 1919, revealed that we had there 9929 soldiers who could neither read nor write the English language. Those men were all required to attend school and of the 9929 who could neither read nor write the previous January, 8318 by examinations in June of last year showed that, in five months, they had passed out of the illiterate classification into that of the literate as evidenced by their ability to read intelligently an English newspaper and to write a letter acceptable to the censor. The value to civilization of this achievement alone can hardly be overestimated.

Thus we demonstrated to allies and enemies our great appreciation of the value of education and if we continue to improve the efficiency of our schools through increased compensation to teachers and through larger sacrifices for betterment of every kind, we shall not only discharge a great duty to ourselves, but we shall set stanards for the world which will make the whole race of men better, happier and more efficient.

If the war in its larger consequences is not to prove a failure, we must make the new application it taught through individual initiative for the common welfare. Coarse and sordid display can have no place in our newer and better civilization. Socialism, sovietism and all radicalism will disappear everywhere in proportion as men and women realize that money gained and property acquired are not for their own selfish gratification.

Surely the teacher of tomorrow has the challenge of the greatest opportunity that has ever come to men and women in any profession. It is ours to apply the lesson of the great war in the training of citizenship by holding high before the oncoming generations the glory of living through the next century when the home, the school, and the church will be exalted in neighborhood service through citizenship the world around.

EFFECTIVE RURAL SCHOOLS

R. P. Crawford

Associate Editor, Nebraska Farmer, Lincoln, Nebr.

Upwards of 50,000 of the old-time one-room schools have gone out of business, over three-fourths of that number in the last decade, according to R. P. Crawford, associate editor of the Nebraska Farmer, who, speaking before the rural section of the National Education Association, declared the consolidation of the rural school the greatest educational movement of the present day. Indiana, Ohio and Iowa were awarded the first three places in rank in the matter of school consolidation. From telegraphic reports made to the Nebraska Farmer, June 19, Indiana reported 1000 consolidated schools, Ohio 910, and Iowa 415. In the thirty years from 1890 to 1920 Indiana abandoned 3990 one-room schools, or nearly half of the total number in the state thirty years ago—an average of four one-room schools going to the scrap pile for every one of the central buildings erected.

The three states named were awarded

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first place not alone because of numbers of schools, but because of quality of buildings. North Dakota reported 541 consolidated schools, but the law in that state classes as a consolidation any school with two or more teachers and serving eighteen sections. Iowa has edged Minnesota out of her place, that state reporting but 310 consolidations. "However, if relative farming conditions and settlement of land were taken into consideration, Minnesota would rank near the top, if not at the very top," said Mr. Crawford. "Our research and study of these schools in the different states of the Union indicates that the center of the consolidation school movement is moving steadily westward from Ohio and Indiana. Colorado, notwithstanding the mountainous country and difficulties of transportation, reported 115 consolidations on June 19. Some of these schools transport children from a territory 100 miles square."

On June 19 the United States Bureau of Education reported thirty-three states with 8404 consolidated schools and estimated 12,000 such in the entire country. That would mean that approximately 50,000 one-room schools have been abandoned, averaging four of the old schools for each of the new.

"County school teachers in many cases have failed to live up to their opportunities," said Mr. Crawford. "There is a real opportunity in the country for teachers who can do something besides teach from textbooks. We have experts in just about every educational line, so why not an expert in country living. If farming is the greatest business in the world, as it is, educating the farmers' children ought to be the greatest educational business in the world. If any teacher can awaken her community, she is going to be heard of, and if her community won't pay salary enough, some other community will."

TEACHING IDEALS THROUGH LITERATURE

W. R. Davis
Professor of English, Whitman College, Walla Walla, Wash.

Literature is not propaganda. Ideals are not bought by the gallon. They are not hoarded for private convenience or public exploitation.

The teaching of literature is not the skillful manipulation of a psychological machine, the worn cogs of which can be replaced and the proper oil for which can be compounded in an up-to-date psycho-chemical laboratory.

The world is learning once more that propaganda is its own antidate. The strain of swallowing half truths results now as in the past in disillusionment, pessimism, and callous indifference. Frothy patriotism stirred by sentimental publicity conceives its own vicious brood of unrest, dissatisfaction, low-brow horizons and earthly excesses.

Ideals cannot be taught through literature at a hundred dollars per month or at a thousand dollars per month. The devotion to the teaching of literature that can be measured in terms of a monthly check, small or large, is worthless. During a period of public education in the necessity of reasonable compensation for teachers, teachers of ideals through literature are charged with supreme responsibility.

There is in American life "a spotted actuality" as well as "a golden reality." Multitudes of American citizens see at any one time only the one or the other. Literature sees life steadily and sees it whole. The ability to enjoy such a view of life is itself highest satisfaction. The cultivation of this ability in literature classes is the effective teaching of the noblest ideal of citizenship in a democracy.

We have taught literature as biography in a gossipy fashion; we have taught literature as history; we have taught literature as technical scholarship. The teaching of ideals through literature involves in the simplest, most human manner the teaching of boys and girls how to read literature, and, reading it, to love it.

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ON THE TRAIL OF PORTOLA*

By Will C. Wood

Superintendent of Public Instruction

Mr. Wood in the following article uses a trenchant pen, and translates his observations in a keen and delightful style.

Three days visiting schools on the coast of San Mateo County! Three bracing April days backtracking on the trail of Don Gaspar de Portola! However, I did not emulate the Spanish explorer in the choice of my conveyance. No Spanish steed or Mexican donkey bore me over the hills and across the coast ravines, nor was my journey limited to four or five leagues a day.

A hundred and fifty years after Don Gaspar traversed the hills that rim the Pacific just south of San Francisco, I took the concrete trail over these self-same hills with Superintendent Roy Cloud at the wheel of his well-disciplined Oldsmobile. Verily a great change has come over the land since the Spanish don and a weary troop of soldiers and Indians made their way northward searching for the famous harbor of Monterey which they missed, to be rewarded by the discovery of the greater harbor of San Francisco.

At Daly City and Colma

The starting point of the journey was Daly City, which bounds and abuts the southernmost limits of San Francisco. Superintendent Cloud of San Mato County and Superintendent W. J. Savage of Daly City met me at the city limits and whirled me away to visit four of the schools of the district. There was no effort to draw my attention away from the work of the children; no worldly discussion of the aims and ideals of the Daly City system; no emphasis upon the "showy" features of school work. Modestly, graciously these two superintendents paid me a compliment by assuming that I had enough pedagogic wisdom and insight to detect unassisted what was good in their schools. And I saw some splendid school work. The boys and girls of Daly City are learning reading, writing and arithmetic—the good old fundamentals. They are clinching brass tacks in history and geography. It was Bill Nye, I think, who said, "It's better not to know so much, than to know so much that ain't so." When I scan some of our "enriched" courses of study with their emphasis on nothing and their smattering of everything, I am very fearful that our pupils are covering so much ground that they never learn the landmarks. In many schools we have too much aviation and not enough landing places. It is good for our pupils to get down to earth occasionally. And when they get down to earth, we should encourage them to dig. There is very little educational aviation at Daly City. Superintendent Savage and his teachers are too busy getting results.

The Land of Articiocco

A half hour's ride across the hills over the Ocean Boulevard brought us in sight of the ocean. Superintendent Cloud is a lover not only of nature, but also of poetry and elocution, and ere long he was repeating with measured sonority Byron's Apostrophe—"Roll on, thou dark and deep blue ocean, roll."

A coast norther was just beginning to breeze, so old Ocean obediently began to roll. We passed the truck farms and ere long we found ourselves in the Land of Articiocco. This pleasant and fertile country is bounded on the north by Edgmar, on the east by the peninsula mountains, on the south by Pigeon Point, and on the west by Balboa's ocean. The chief products of the country are artichokes and green peas. The artichoke season was on; the farmers were garnering their green, scaly harvest into lug boxes for shipping to Chicago, New York and other Eastern cities, there to serve a double purpose as food and appetizer.

We visited the school at Salada Beach and the little class at Rockaway Beach housed in a made-over cottage. A large number of the children in the coast section are of Italian and Portuguese parentage. They were intent upon lessons in the American language and I was impressed with the fact that it is in classes such as these that the best Americanization is taking place. All honor to the splendid young teachers who are teaching the little ones in the Land of Articiocco, for theirs is a work that makes for genuine Americanism.

The Vale of Montara

Noon overtook us on the crest of San Pedro Mountain overlooking the Vale of Montara. Nestling at the foot of the mountains is the town of Montara, founded and developed by Harr Wagner, schoolman, literatus, publisher, pioneer. At Patroni's we had a lunch that would have made Epicurus rave for a week over both the excellent quality and the unstinted quantity—mussels from the sea, hearts of artichokes fried in batter, Italian paste, chicken and all the trimmings that go with an Italian feast. Then we visited the school of which Harr Wagner is trustee. It is a large building, but for a larger future, with community rooms that are used for entertainments and club meetings at least once a week.

A short run brought us to La Cabritas goat farm, which is owned and conducted by Miss Irmagarde Richards, formerly professor of Greek at Mills College, and Miss Morris Wagner, daughter of our good friend Harr. Lauretta and Capella, the two queens of the flock, each valued at a thousand dollars or more, were out, but we were permitted to visit the kids. Whenever a man begins to grow vain, he ought to visit a goat farm. There he will learn that males are held in light esteem. The young females are valued at hundreds of dollars, whereas the young males are referred to "rugs." I asked for an explanation and got it. The males, I was told, are tolerated only a few weeks, then sent to the slaughter man; their skins are used to adorn the floors of living rooms—fit only to be trodden under foot. **Sic semper tyrannus!** The goat ranch is a success and the women managers seem happy in their new work. All of which goes to prove that women capable of taking care of kids need not confine their vocational activities to schools and colleges.

At Half Moon Bay

Moss Beach and Miramar schools were visited en route to Half Moon Bay, where I was scheduled to speak in the evening. During the afternoon Superintendent Cloud, with splendid democracy, straightened out several tangles and near-tangles brought to him by teachers and trustees. A short rest at the Occidental Hotel, kept by Mr. Andrew Gilcrest, whose family has furnished several excellent teachers for San Mateo County, was followed by dinner at the high school. The board of trustees was represented by Dr. W. A. Brooke, who is also county coroner; Mr. John Bettencourt, and Mr. Frank Bernardo. The dinner was prepared by the domestic science class under the instruction of Miss Bernice Giffin, recently graduated at Mills College. A prettier arrangement of the table I have never seen. And the excellent dinner was well served by the high school girls. Several neighbors came in after dinner; we gathered in the assembly hall, and I spoke for a half hour or so. Then someone struck up "Old Dan Tucker" and everybody joined the "Virginny reel." I don't know how the other folks feel about it, but I had a splendid time.

Next morning we visited the high school of which Mr. Guy J. Roney is principal. He is a young man, but he has the school well organized. The spirit is fine, the work is well done. We also visited the elementary school, which is somewhat crowded, but found the work progressing nicely in spite of the absence of the principal who had been called to San Diego.

Afternoon in the Rural Schools

Again we took the road, visiting well conducted schools at Pilarcitos, Purisima, Tunitas, Bell and San Gregorio. Miss Bernice Brown, the teacher at Bell school, is doing some splendid work, not only in the "old-line" subjects but also in music and drawing. At San Gregorio Miss Violet Hoenig was teaching forty-nine pupils in all grades in one room; and she was succeeding wonderfully well. I stayed throughout a writing lesson in which she used the phonograph so that all her pupils would write in the same time. By the way, Superintendent Cloud has a phonograph in most every school.

After calling at Pomponia we arrived at Pescadero. From the crest of the hill we looked down upon the town, all its buildings painted white. I asked the wherefore of the whiteness and it was explained that some years ago a vessel laden with white lead foundered off Pigeon Point near by. Since the wreck, most every building along the coast has been painted with white lead. I've seen some other towns in California that would profit by a similar wreck.

At Pescadero

We visited the school at Pigeon Point, kept by Miss Bullwinkle, a graduate of the University of California, and the Pascadero grammar school, of which Edward Hevey, Jr., a San Jose State Normal school graduate, is principal. He is a young school man, alert and progressive. He has introduced sewing and manual training and has organized a parent-teacher association. The parent-teacher association met on the day of my visit to hear a brief talk by me and a better and longer talk by Superintendent Cloud. The women served cake and ice-cream and spent the rest of the afternoon in a social way. The district is to be congratulated upon the organization of the women for school improvement.

It was a wonderful trip—this little journey along the San Mateo coast. It was

* From California Blue Bulletin for June, 1920.

good to see the earnest work of the teachers, the eagerness of the pupils to learn, the pride of the parents and trustees in their schools and children, and the demonstration of effective helpfulness by Superintendent Cloud. I shall always look back with pleasure upon my visit in the coast country, remembering the green hills, the valleys radiant with wild flowers, the foam and spray of the angry sea, the rows of gray-green artichoke bushes, the happy, smiling children, and the unbounded hospitality of the people. Don Gaspar visited the coast country in October, but I prefer to follow his trail in April, when the air breathes welcome, the birds sing carols of joy, and old Ocean himself reaches up a thousand hands to greet me.—Will C. Wood, Superintendent of Public Instruction.

WANTED: AN UP-TO-DATE GEOGRAPHY

Editor The Chronicle—Sir: My boy has just brought home from school the very latest geography, which is to be included in his studies for this term. In looking it over I was surprised and dumbfounded to find that the city of Calgary, with a population of over 75,000, was called one of the biggest cities in Western Canada with a population of 4000. Also I notice that the map of Canada is at least twelve years out of date, it having been changed twice in regard to the size of the provinces. These errors, which my knowledge of Canada brings to my notice, are probably not the only ones in this wonderful book. How do they expect our children to really learn anything from such gross misrepresentation? Better keep them at home than teach them things which are not correct, as mistaken "knowledge" is worse than none at all.—Canuck,—From Safety Valve, S. F. Chronicle, August 7, 1920.

The above is but one of many expressions we hear or read from many parts of the State, which when properly interpreted means that the system of State publication of books gives to children out of date material as a rule. This does not necessarily reflect on the State Board of Education, nor the State printer, nor the publishers who own the copyrights, but it does reflect on the system. The great publishing houses are constantly revising textbooks. They have the machinery and the spur, and in addition thereto the competitive system, which forces them to do it. Ginn & Co., the American Book Co. and other publishers have books on geography right up to the year 1920. They have spent thousands of dollars in securing new data made necessary by the progress or retardation of the world during the past five years. Our children should have the best, and to get it we must change our system of furnishing books to schools.

THE TEACHERS' UNION AND SALARIES

C. E. Rugh,
University of California

Recently a hearty, I may say a hot advocate of high salaries, asked whether I am not in favor of higher salaries for public school teachers. "I certainly am." "Well, the end justifies the means." "What means?" I asked. "Affiliation with the American Federation of Labor," he replied. "Why affiliate with the American Federation of Labor?" He replied, "Because of their organization and power. It would add four million to our ranks."

I submit that that argument is based upon the proposition that might makes right. Let me hasten again to say that the A. F. of L. does not subscribe to that Prussian doctrine, nor do teachers in general; but this particular teacher did. This is further confirmed by the fact that, in further discussion, he said repeatedly that the only way to get justice was "to bring pressure." We may agree, but we must define the kind of "pressure." The pressure teachers ought to employ in their cause is the right and righteousness of their cause.

I am not offering a word of criticism or complaint against the American Federation of Labor. Teachers ought to have more contact and more affiliations with the great army of laborers than they have, but that affiliation ought not to be for the purposes of power, either economic or political. I believe the best Union Labor men would resent that purpose as much as we ought to resent it. The salary campaign of educators, to be fundamental, and as final as possible, must be an educational campaign, for the teachers themselves as well as the general public.

The final and unanswerable argument against affiliation with the Labor Unions for the purpose of a salary campaign is the fact that the economic status of the public school teacher is not the same as that of the men and women organized into Labor Unions. It is not a question of grading or degrading any service or vocation. It is not a question of which is higher or lower, or better or worse; but it is a question of a fundamental difference that makes a statistical comparison of the work and salary of the teacher with the work and wages of the men and women organized into Labor Unions scientifically impossible, and very undesirable if it were possible.

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A District Superintendent of Schools, New York City.

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Louis C. Karpinski, Associate Professor of Mathematics, University of Michigan.

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WESTERN SCHOOL NEWS

Delbert Brunton of Orange, California, has been elected principal of the Fresno High School, vice W. O. Smith, resigned. Mr. Brunton was elected over twenty-six other applicants. He is a man of fine administrative ability, and will make a success of the Fresno High School.

H. O. Williams of the Sacramento High School has resigned to go into the U. S. consular service. Mr. John Dale has been elected to succeed him. Mr. Dale has been the efficient principal of the Harkness High School.

O. H. Close of Fair Oaks has been elected to the principalship of the Preston School of Industry of Ione.

Superintendent A. P. Shibley, the live-wire superintendent of Imperial county, has resigned to accept the superintendency of El Centro schools at a salary of $45000.

It is with regret that the county superintendents note the loss of efficient men and women in county supervision. There must be something done at the next session of the Legislature to make the office more worth while. It should be the aim of every good teacher with special aptitude for administrative work to hold the office of superintendent of schools.

A. L. Jordan of the Polytechnic High School, San Francisco, is one of the lecturers in science of the University Extension Courses.

Thaddeus Rhodes of the Daniel Webster Intermediate School has been appointed by the Board of Education to act as special assistant in handling the $87,000 worth of high school books. Mr. Rhodes is a man who ranks high as an educator and man, and is very popular in the department. There is no question but that Mr. Rhodes will render fine educational service, and we hope it will lead to the inauguration of a regular library system under the Free County Library System that Mrs. Henshal and others have made so effective in the State of California.

The Board of Education of San Francisco has made some fine promotions during the past year. It has been a rule that promotion should come to those who have given long and faithful service to the children of the city. This Journal was especially pleased in the promotion of Eliza D. Keith to an important principalship. There are those who criticise the Board of Education for not seeking material outside the city. This is done in many cities where the superintendent is given autocratic power, but it is neither just to faithful teachers, to the children nor the system. The first principle of good administrative management is to reward those who are loyal and devoted to their work, who work in harmony with the rules and regulations of the system, or business.

The San Francisco Board of Education has reached the top and is paying elementary teachers a maximum of $2000 per year. The entire schedule is arranged on the basis of a living wage, so that the elementary teachers who since the beginning of the public school system have been underpaid are given a much larger proportion of increase than high school teachers, specials and principals. There is social justice in the schedule. Of course, those who have made special preparation for their work, and principals and high school teachers, have naturally a grievance, but such a grievance is based on the standpoint of service and position rather than upon the actual necessary needs. In other words, increase in salaries at this time is to meet the demands of living conditions, not reward for service, nor recognition of special training.—(Reprinted by request from June issue of Western Journal of Education.

The time has come now that Boards of Education must plan to offer special salaries for teachers who hold positions of honor and trust, principals, supervisors, superintendents, etc. Salaries should not be based on a living wage scale, but there should be a financial reward for special preparation, special experience, special executive or administrative ability. County superintendents, grammar grade principals, supervisors and deputies, with special training, should be rewarded. City superintendents and high school principals in many places in California have been granted increases that are to be commended.

SCHOOL DISCIPLINE

Ever since Dickens wrote of the discipline in English schools the question has been uppermost in the determination of the tenure of the teacher's position with Boards of Education. There has sprung up the Henry George, Jr., Republic, the Buchanan theory that you should govern only with the consent of the governed and that you must not punish a child unless the child recognizes that the punishment is fair and just. Corporal punishment has practically disappeared. Suspension and expulsion under our compulsory education laws are no longer practical.

What is a teacher to do? That it is necessary for students to be punished is not a theory but a fact. Will C. Wood, superintendent of public instruction, has come out in favor of rigid discipline. President David Barrows of the university will quickly end student government when it develops into sovietism, and high school principals throughout the State realize that student control has its weakness. In South Pasadena an attempt to discipline high school pupils by suspension resulted in the Board of Education upholding the pupils and the resignation of the entire faculty of the school. Hundreds of teachers and principals have lost their positions either by lack of discipline, mistakes in discipline or rigid discipline, where it did not meet the consent of parents and teachers.

As we are writing Principal J. E. Addicott of the Polytechnic High School, San Francisco, is on trial on charges filed before the Board of Education by Superintendent Roncoveri. It is an interesting trial. The Board of Education is granting both sides a fair and impartial hearing, and whatever the decision may be the question of school discipline will continue to be the most important subject in the curricula. The time is here now that the State must require loyalty on the part of pupils to school, to teacher and to principal, and to constituted authority, and that principals and superintendents and boards of education must co-operate and find some other way to discipline pupils than by wholesale suspension. The dismissal of students may be an effective method of discipline in a university, but under our new compulsory education laws it does not work out right. A high school for retarded pupils might be practical. It is but the evolution of the dunce cap, however. The bright but unruly student is the difficult problem. What shall we do with him? Answer.

Productive Soils—The Fundamentals of Successful Soil Management and Profitable Crop Production. By William Walter Weir, of the University of Wisconsin. This book is designed to meet the demands of the student for profitable crop production. The book contains over 300 pages; many illustrations, maps, etc. It is the farm life series, and is certainly in line with the latest and most approved study of the subject. J. B. Lippincott & Co., Philadelphia, Pa., publishers.

Hon. Will C. Wood, Superintendent of Public Instruction, is giving a series of lectures at the summer session of Stanford University.

Miss Mabel Coulter, who has done such efficient work in San Benito County library service, has resigned to become the chief assistant of Mrs. Whitbeck of Contra Costa County. Miss Ora M. Regnart, an assistant of Miss Huntington, will succeed Miss Coulter at San Benito.

Miss Askey of Siskiyou County Library has resigned on account of ill health. Miss Askey at Plumas and elsewhere has given conscientious service under the county library plan, and her many friends regret that it is necessary for her to take a brief vacation from her chosen work.

Superintendent Ira Landis of Riverside County reports that his board of education has adopted the Baltimore Course of Study.

Professor Lewis Terman of Stanford University has recently prepared and the World Book Company published a series of educational test that are of unusual value.

The Board of Education has adopted a new course of study in geography and elementary science that is a model of its kind.

Preface

Suggestions for a course of study in geography were submitted by a committee of principals and teachers appointed by the superintendent, and were reviewed by a second committee in the same manner. The membership of these committees was:

First Committee—Miss Janet Wade, principal, chairman; Miss Josephine Saunders, principal; Miss E. E. Hauselt, Miss M. C. Grant, Dr. Roy C. Dickerson, Miss M. F. Nelson, Miss C. McKeon.

Second Committee—Miss K. A. McGivern, acting principal, chairman; Miss Helen King, Miss G. Hoagland, Miss E. Hussey, Miss F. R. Lewis, Miss Helen Ward, Miss A. B. Cookson.

Likewise, suggestions for a course of study in nature-study and science were sub-

mitted by committees, the membership being:

First Committee—Arthur L. Jordan, chairman; Miss Sadie A. Gaffney, Miss Belle M. Stanford, Miss Gertrude A. Christman, Miss Nellie Kelly, Miss Ida M. Manly.

Second Committee—Miss Kathryn McGough, acting principal, chairman; Miss Olive T. Powell, Miss Alice Belle McBoyle, Miss Ottille Miller, Miss Hilda M. May, Mrs. Eleanor A. Tierney.

In the preparation of certain parts of the course in geography, the committees consulted with Dr. H. W. Fairbanks, author of "The Geography of California," of the "Topical Outline of the Geography of Europe," etc., whose assistance is gratefully acknowledged.

The reports of the several committees have been carefully studied by the superintendent and corps of deputy superintendents, who have shaped the present course by making such adjustments and re-arrangements as were necessary to accomplish a close correlation among the "social subjects" of the curriculum.

The superintendent wishes to commend heartily the services of the committees, and to express his sincere thanks to the principals and teachers, and to all others who assisted in the preparation of the course.

The course is to be regarded as tentative and suggestive, and is, therefore, placed on trial for one year. At the end of that time, after full and fair opportunity to test its worth has been given, teachers should be prepared to make constructive criticisms upon the course.

ALFRED RONCOVIERI,
Superintendent of Schools.

The deputies who worked so faithfully on the course of study were W. H. De Bell, Miss Magner, Miss Roberts, R. H. Webster and A. J. Cloud. The course of study is perhaps the most progressive and sounds the newest and sanest note in the teaching of geography in this country. It breaks away, almost entirely, from the formal question and answer as to fact, and develops the problem method in its most practical form.

The San Francisco Course of Study marks a new epoch in the teaching of geography. Boards of education, teachers and superintendents should send for copies.

Hon. John G. Jury, founder of the Pacific Coast Teacher, along with the late Franklin K. Barthel, poet, teacher, and more recently one of the most eminent law writers and author of many law books, is a candidate for superior judge of Santa Clara County. Mr. Jury has a delightful personality and a judicial temperament—ideal conditions for a competent judge.

The Board of Supervisors has increased the salary of Anna Bell Bailey, the efficient librarian of San Mateo County. The service in San Mateo County has been of unusual value, and has grown in importance each year.

Emma J. Breck, supervisor of English, University High School, gave a suggested Literature List for a four-year high school course that is worthy to be studied carefully by every teacher of English. It is broad and liberal in its selection, and seems to meet the mental, intellectual and spiritual needs of the normal student nearer than any list that this office has had. The list is printed in the Proceedings of the California High School Teachers' Association.

John Robert Gregg, originator of the Gregg System of Shorthand, is the subject of a wonderful story in Success Magazine for August. It would be a fine article to read on opening school, and will interest the children, and will be a lesson to them and a help in their struggles to get on in the world.

SESSION 1920

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Tower, Smith, Turton, Cope Physics—new; *Ahrens, Harley & Burns Physics Manual; Gager's Botany; Gager's Laboratory Guide for General Botany; Brownell's General Science; Holmes' Animal Biology; Bailey's Source, Chemistry and Use of Food Products; Barker's Trigonometry; American Red Cross Books; Delano's Home Hygiene and Care of Sick; Lynch, First Aid; Fish's Home Dietetics; Galloway's Elementary Zoology; Roray's Industrial Arithmetic for Boys; Roray's Industrial Arithmetic for Girls; Marsh, Home Nursing.*

We have many other titles suitable for special courses. In case you are not using the above books for regular classes, you should order copies for your reference library. The Blakiston's offer more than one hundred titles suitable for reference books. Teachers of sciences in Junior Colleges, High Schools, Junior High Schools and Intermediate Schools are urgently invited to send for copies for examination or to call at our offices when in San Francisco, or send for catalog.

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An American Idyl—The Life of Carleton H. Parker. By Cornelia Stratton Parker. Published by the Atlanta Monthly Press. Price $1.75.

This is one of those rare literary volumes that appeal so strongly to the reader. It is a book of peculiar power. His life measured by ordinary standards would not seem to amount to much. Translated in the terms of a biography of a Napoleon, a Caesar, a Lincoln, a Hamilton, the interest would not be there. But the interest in the beautiful ideal life of the two students at the university in Germany and the United States; the helpfulness of the wife; the care of the children; the details and incidents, and of the sacred touch with human affairs, and interest in big movements, make this book one of great power. The felicity of expression and the sincere recital of the brief life and death of Carleton H. Parker make this book a classic. It is especially interesting to Californians on account of local scenes, local color, and that the book is essentially Californian.

COMMUNITY SERVICE

The San Jose elementary schools held a community graduation on Friday, July 2. The graduates, the pupils and the parents assembled in the large hall of the high school building. It was a magnificent audience, and to the parents and children it was an epoch—the most important occasion in their lives. The graduation from high school and from the university may be more important to the individual, but graduation from grammar school is the more important thing to the community. In the absence of Superintendent Sheriffs, the arrangements were in charge of the assistant superintendent, W. P. Cramsie of the Longfellow School, ex-superintendent of Yuba County, a member of the Santa Clara County Board of Education, and J. E. Hancock of the Grant School, president of the Santa Clara County Board of Education. R. B. Leland, the principal of the high school, presided.

The school band, under the direction of F. F. Jeffers, furnished most excellent music. The speeches of various members of the classes on various phases of our national life co-ordinated, correlated and harmonized. The recitations were related historically to the general theme of the various speeches. The address to the graduates by Harr Wagner was not an address to the general public on a general subject, but directly to the graduates. It was in harmony with the entire program. The spirit of the audience, the graduates and public generally showed that the committee in charge deserved commendation for such a community service. San Jose, in having all the schools join in one special graduating exercise, furnishes an example that should be followed generally. It was a great and interesting school event. It is fortunate that we have schools manned by such wholesome, upstanding, virile, forward looking men as R. B. Leland, W. P. Cramsie and J. E. Hancock.

Los Angeles city hit the high spot in school bonds. On June 8 the citizens voted $9,500,000.

The New England Journal of Education, in writing of Eugene Henry Barker's Applied Mathematics for High Schools, says: "It is a sensible application of arithmetic to real life. Mr. Barker is a graduate of the San Francisco school system, and, like many other young graduates, is a successful man in spite of the Claxton Survey.

John H. Francis, formerly superintendent of Los Angeles, more recently of Columbus, Ohio, is now connected with the Keystone View Co. of Meadsville, Pa.

The Board of Education, C. C. Hughes, superintendent, Sacramento, has granted the teachers a substantial raise in salaries.

Hon. Samuel M. Shortridge, the Republican candidate for United States Senator in California is making a strong appeal to voters. The teachers like him because he was once one of them, and has kept in close sympathy with their aims and needs. The farmers like him because he is for the protection of industry and believes in a square deal for all classes. The farmer, above all other vocations, represents all the people. The laborers like him because he is for protection of our manufacturing industries, which will enable our corporations to pay high wages and keep out cheap foreign labor, whether from Japan, China or Russia. The women are for him because he has been an advocate of their cause for many years, and the taxpayers and voters in general are for him because he will render as a United States Senator the highest class of service for California, for the Nation, for humanity.

The Junior Red Cross of California, under the direction of Mrs. H. A. Kluegel and others, deserves great credit for the fine reception given the orphan children refugees of Russia. Under the auspices of the Red Cross these children were fed, entertained and given the comforts and pleasures of our great city. What a wonderful education to the children of our humanitarian civilization! Will not these children grow to manhood and womanhood have the kindliest recollections of San Francisco and our hospitality on account of the Junior Red Cross?

It is reported that the annual convention of City and County Superintendents will be held the first week in October. Bear Valley in the San Bernardino Mountains, Asilomar and Catalina are under consideration as the place of meeting.

The Natural Inference

An eastern educator who has been spending considerable time in conducting institutes and in giving popular lectures had an experience some time ago that shocked him considerably. He was asked to make a brief address at a hospital for mental diseases and accepted.

His audience consisted of the nurses, physicians, caretakers and a number of the inmates. He was getting along splendidly when suddenly one of the audience, a fine looking, elderly gentleman, arose and remarked in a loud voice: "This speech is rotten; it is the worst speech I ever heard." To say the least, the educator was nonplussed. He stopped and turning to the superintendent of the institution who had introduced him, he asked: "What shall I do—shall I stop?"

"No, go ahead," said the superintendent in a kindly way. "That man has only one intelligent interval every five years."

THE GOOD OLD INSTITUTE

The county institute still survives in all of its glory in many of the counties of the State. The season again approaches when schools will be closed for from three to five days, and the teachers will close their schools, go to the county seat or some other town in the county, all dressed up in her best clothes, to listen to lectures, talks and experiences, and perhaps attend a social or reception, greet and make new acquaintances, and perhaps meet old friends. In many counties it is a week of real inspiration. It is a part of the school system. The teachers are paid the regular salary while in attendance, but usually have enough extra expenses for board, carefare, etc., to create a deficit in their salary. A few years ago it became a fad to invite university professors, whose knowledge of their subject was as great as was their ignorance of the problems of the rural school teacher, or the grade teacher in city schools. The result was we had the county institute, but not its inspiration. Then along came Mark Keppel of Los Angeles with his practical and convincing mind, who knew every problem of the teacher first hand, and he could inspire and instruct teachers even on school law, and get over and beyond with topics that meet the teacher's need. Then Roy Cloud of Redwood, with a wholesome philosophy, with experiences as a teacher and superintendent, translating his experiences into words that brought action and re-action from school teachers — a man whose delightful personality has won the hearts of thousands of teachers who have heard him and who are better teachers because of his sound advice. Then another instructor of different type is Lawrence E. Chenoweth of Kern County, a man of wit and common sense, who keeps his audience in bubbling good humor, but he never misses a point. He has performed a wonderful educational work in Kern County, and has a virile background. A normal school graduate, a teacher, newspaper man, deputy superintendent of public instruction, member of the State Board of Education, and superintendent of schools of Kern County, certainly entitle him to stand up before an audience and speak as one in authority. Superintendent Chenoweth's work at institutes has been unusually popular. Superintendent W. J. Cagney of San Benito County has perhaps supervised not only the schools but the children more closely than any other superintendent in California. He has a charm of manner and a sincere approach in teaching of the life and needs of school children that is worth while. We have others whose institute talks are of the uplifting kind—D. R. Augsburg in drawing, W. G. Hartranft in literature. His talks on Mark Twain, Joaquin Miller, Brete Harte and

current fiction, not to mention method talks in English, have made a deep and an abiding inspiration wherever delivered. Superintendent H. B. Wilson of Berkeley is a new and interesting man in the field and has new viewpoints on great subjects. Dr. H. W. Fairbanks of Berkeley, Cal., the greatest authority in the United States in teaching geography according to the problem method, and author of Fairbanks' New Progressive Geographies, published by Harr Wagner and the Blakistons.

There is, indeed, splendid material to be had for institute lectures from men and women who really know the problems of the elementary teachers. If superintendents are to help the institute as a valuable asset of the school system and not as a liability, then the instructors should be men and women who know the problems from a practical rather than from an experimental or theoretical standpoint.

Leila France McDermott of Los Altos is California's song writer, especially for children. Her recent book, California Wild Flowers, contains fifteen songs, including songs on "Poppies," "Baby Blue Eyes," "Mustard," "Lupine," etc., and even the objectionable "Poison Oak":

"In the spring beware, beware,
Poison oak is everywhere
With its leaf of shiny green,
As pretty a plant as ever seen.
Do not touch the pretty weed,
'Tis a warning all should heed;
Do not pick a single leaf—
If you do you'll come to grief."

The Ambitious Farm Boy

The county agent met this farmer at a corn contest meeting in the consolidated school. He said:

"You ought to make your boy interested in the dairy business by giving him a calf."

"Humph! I gave him a calf, then another one, and a cow of his own, and a half acre of ground and the use of my truck and fifty dollars to start him a crop and now what do you suppose he wants? Says he just can't get along nohow without a silo, a barn, and a tractor painted red with gold stripes!"

Foresight

"Did you punish the lad who drew the disrespectful picture of you?"

"Certainly not," replied the professor. "Why should I deliberately offend a young man who is likely to attain wealth and influence as a comic supplement artist?"

Teachers' Salaries

There are salaries that make us happy,
There are salaries that make us blue,
There are salaries that fade before expenses
As the sunshine steals away the dew.
There are salaries with legal-tender meaning
Which the eyes of credit sure can see,
But the salary which fills my soul with gladness,
Is the salary that's promised me.

—Wis. Journal of Education.

Heard at the N. E. A.

First Superintendent — She's a wonder, that quiet teacher over there.

Second Superintendent—Why, what has she done?

First Superintendent—I told you; she's quiet.

"BOOKS FOR EVERYBODY"

"Books for Everybody" is the new national movement of the American Library Association.

In a sentence the program is—a plan to promote self-education through the use of libraries. It points to the time when books will be freely accessible to every man, woman and child in the United States. City dwellers are inclined to believe that libraries are available to Americans everywhere, and yet today more than sixty million Americans are without adequate library facilities.

This movement is constructive, but the Association will not attempt to tell the people of America how to think or what to read. It will urge the general circulation of the truth through the medium of goods books, especially in rural schools.

Co-operating with the existing library agencies, it will urge increased support for all libraries, strive for a better citizenship, work for the extension of the county library plan, aid in the establishment of more business and technical libraries, place libraries on vessels of the American merchant marine, maintain a clearing house of library information, and conduct a sustained program that will make the library a more powerful factor in the life of every community.

European Headquarters

Enthusiastic support of the foremost men and women in Paris—American, British, French—is securing for the French capital a model American public library.

It will make the best literature of America and important facts about America availalble to residents of Paris.

Specific help and advice in establishing library systems in European countries is often requested of the A. L. A. This model library will be the international outpost of the A. L. A. It will be in a position to give advisory assistance and to furnish a demonstration.

Information about libraries and other educational affairs in Europe will be collected and transmitted to America for our good.

This work is an outgrowth of the A. L. A. Headquarters in Paris during the war. It is being continued because the English-speaking people of Paris are unwilling now to be without such a library. They believe it makes for a better understanding between America and Europe.

Several hundred thousand francs have been subscribed and a campaign is now on in Paris for an endowment. The A. L. A. is receiving contributions in America for this activity.

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THE 1920 EDUCATIONAL CAMPAIGN IN UTAH

By A. E. Winship

In October, upon invitation of the State Department of Education and the Commercial Club of Salt Lake City, Professor P. G. Holden, of the International Harvester Company, and myself spent a few days in Salt Lake City discussing the desirability and feasibility of a state-wide campaign, popularly styled a "drive," in the interest of education, such as have been held in other states.

As a result of this conference Professor Holden held a week's short course in Vitalized Agriculture in mid-December. This was the most inspiring week's work with which I have been associated. Nearly 150 prominent school men of the state attended.

As a result of this week's work and the October conference, a two weeks' campaign was planned for early February. For this "drive" there were assembled educational specialists from California, Colorado, Oklahoma, Missouri, Illinois, New Jersey, and Massachusetts.

The sudden appearance of the influenza, with some fatality, led to the abandonment of the state wide campaign, but did not prevent many meetings with the Chamber of Commerce, the Rotary Club, and several other important bodies of public citizens, so that the delay of the campaign was really beneficial.

In late March, the campaign was on in earnest. By this time there were more than a hundred prominent Utah school men and women, as speakers, fully equipped to take charge of public meetings, using most effectively the charts which had been prepared by State Superintendent G. N. Childs and the State Department of Education, with the assistance of Professor P. G. Holden and his associates of the International Harvester Company.

A bulletin of Utah information was prepared and 40,000 copies distributed at the public meetings, of which hundreds were held, and more than a thousand educational addresses made. At the famous Salt Lake City Tabernacle there was an audience of nearly 4000, the most inspiring local educational audience I have ever addressed. There were large meetings, virtually capacity audiences, in every city in Utah and in almost every school house.

Everywhere the following resolutions were passed unanimously:

"Inasmuch as the Legislature of the State of Utah at a recent session enacted certain laws which provide a more advanced system of education and better schools (see Chapters 85, 86, 92 and 93, Laws of 1919), and

"Whereas, it is the purpose and intent of these laws to eliminate idleness in the boys and girls between the years of 12 and 18.

"1. To bring about the universal education of the youth of the state;

"2. To do away effectively with the use of tobacco by minors;

"3. To promote and preserve the health of all children;

"4. To have every boy and girl obtain a high school education, and as much more as they desire;

"5. To train the youth through the 12 months of the year for the discharge of those industrial, civil, social and moral duties that make a people happy and a state prosperous and secure;

"6. To Americanize thoroughly and systematically the foreign-born who have come here to live with us;

"7. To teach the benefits and wisdom of thrift;

"8. To teach in the public schools the nobility of efficient and skillful work and to offer opportunity to learn a business or trade;

"9. To increase the productiveness and earning power of men and women by a system of part-time and evening schools in co-operation with the Federal Government, through which they may acquire a knowledge of trades, home making and all useful things, including business pursuits;

"10. To get the greatest possible returns from our ever-increasing investment in education in the form of a constantly improving type of manhood and womanhood.

"11. To meet satisfactorily the crisis that confronts us with respect to the need of well-trained teachers by securing the proper kind in the shortest time and also to provide adequate compensation for them;

"12. To bring the school and the home into a reciprocal and co-operative relationship;

"13. To interest the men and women of affairs, both public and private, in the educational problems of the state;

"14. To provide more adequate revenues for educational purposes and to see that they are equitably distributed among the counties and districts, so that every child of the state may be given the best possible facilities for acquiring the best kind of an education;

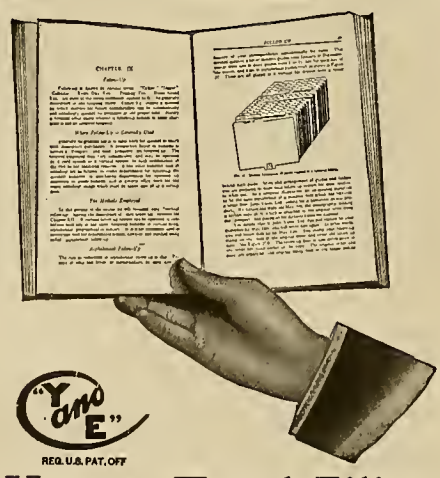
"15. To turn our public school system as it never was turned before into a great and effective instrument for making secure to society and the state, those principles and institutions that are to survive these trying times and triumph over the forces that are today making for destruction and dissolution in the world.

"This we conceive to be Utah's program of education. It has the approval of the State Board of Education, the leading educators of the state, the public schools, the teachers, the higher institutions of learning within the state, and the people as a whole as far as they have become informed upon the matter.

"To this program we pledge our enthusiastic and loyal support and our financial resources.

"Therefore be it resolved, that we, the citizens, parents and taxpayers of this school district, in meeting assembled, respectfully request our school board to take steps at once (if such steps have not already been taken) to set in operation the laws above referred to, and

"Be it further resolved, that we hereby pledge to said Board of Education our whole-hearted and unanimous support in carrying out the program above reviewed. We believe it to be the best known means for building a state that will be a credit to its builders and a blessing to its inheritors."



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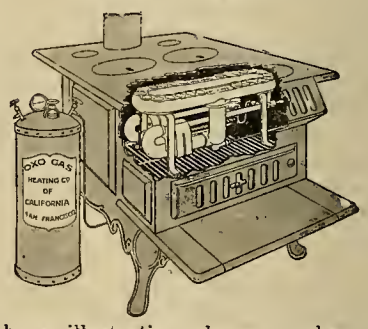

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Being reliable and absolutely honest.
Being straight and clean in your life.
Doing your duty cheerfully and willingly.
Taking time for needed rest and recreation.
Doing your level best in every situation in life.
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Doing to others as you would have them do unto you.
Having learned to be self-reliant, to trust in your own power.
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O. S. M.

LIVING WITH BOOKS

By Walt Mason

How good it is to live with books, to sit with them in quiet nooks, to dwell with genius all the day, while runs the weary world away! The guardians of the printed tomes, which circulate in Kansas homes, to educate, amuse and cheer, and who are now assembled here, inhaling Lyon County dust, have in their charge a greater trust, than keepers of a treasure chest, where piles of gold and silver rest. For books, as all the world agrees, have shaped the nation's destinies; upon the shelves where volumes rise, the wisdom of the ages lies; the inspiration of the seers, the poetry of all the years, the jingle of the jester's bells—all this in every library dwells. You hand out Shakespeare by the yard, and deal in every deathless bard; your shelves in heavy lore abound, you dish up science by the pound, you furnish "ologies" galore, and customers still call for more. There is no greater work on earth than sending knowledge, wit and mirth, set down in ink by hands inspired, to homes where people, worn and tired, forget, while turning o'er the page, the grievous weight of toil and age.

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By George Drayton Strayer, Professor of Educational Administration, Teachers College, Columbia University, and N. L. Engelhardt, Associate Professor of Educational Administration, Teachers College

The scope of this book is wide but its treatment of various problems is definite and specific. It cannot fail to increase the efficiency of both teachers and superintendents because it makes clear many ways in which intelligent co-operation may be established.

LA RUE'S PSYCHOLOGY FOR TEACHERS
By Daniel W. La Rue, Head of Department of Psychology andEducation, State Normal School, East Stroudsburg, Pa.

This book not only teaches psychology but it also shows teachers how to make direct and practical application of psychological truths to the problems with which they have to deal in their everyday work.

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FROM A TEACHER'S DATE BOOK
F. J. Ward
Teacher and Gossip

About the middle of last October a young woman named Cora Stacey went out to open the school at the mouth of Tussler Creek. When she got to the end of the stage route she hired a saddle pony and started on. She had just reached the edge of the Tussler Creek district when she was overtaken by a blizzard.

It was not a cold blizzard, but the wind grew so fierce that it was impossible to see. Another girl would have been in a panic, but Miss Stacey was raised in the Redwater country and knew all the tricks of our treacherous climate.

When the wind grew so strong that she could no longer get her mount to face it, Miss Stacey turned in at the first lane. As luck would have it this lane led to the Widow Kern's shack.

The Widow Kern had lived on her claim a number of years, but none of the folks had anything to do with her. There was never any scandal, but she had peculiar ways. She seemed disinclined to visit her neighbors. She spoke snappishly to anyone who came to her house. Whenever she hired men to do her plowing or to harvest her wheat, she made them stay at Herb Emmett's place a half mile away. When Miss Stacey knocked, the widow came out and helped put the pony in the sod barn. She took Miss Stacey into the shack, wiped

AMERICAN IDEALS

A HISTORY THAT TEACHES THEM

Bourne and Benton's History of the United States inculcates Americanism, its narratives of the achievements of our fathers and forefathers promote patriotism, and it makes very clear the ideals for which our Government stands. These ends are best accomplished not by preachments, but by the tone of the story and the emphasis shown in the selection of facts.

WHAT ARE THE IDEALS OF AMERICA?

We have had all sorts of answers to the question, but so far as grammar-school children are able to appreciate them, they may be summed up as

1. Lincoln's definition of government by the people.
2. The honor due to industry and achievement.
3. The recognition of worth in men and women irrespective of rank, riches or birth, and
4. The aim to secure for all a common opportunity of self-development.

Let us send you a monograph on this topic.

D. C. HEATH & COMPANY, Publishers

BOSTON NEW YORK CHICAGO

the sticky snow off the teacher's face, made her change clothes and dry her hair before the fire; scolded her roundly for venturing out in such weather.

After three days the storm let up and Miss Stacey went on her way. The weather turned warm as summer again. The Tussler Creek school was opened.

As is always the case, before a week had passed, the teacher had heard all the public and semi-public history of the people in the neighborhood. When they told her what they thought of the Widow Kern, Miss Stacey protested.

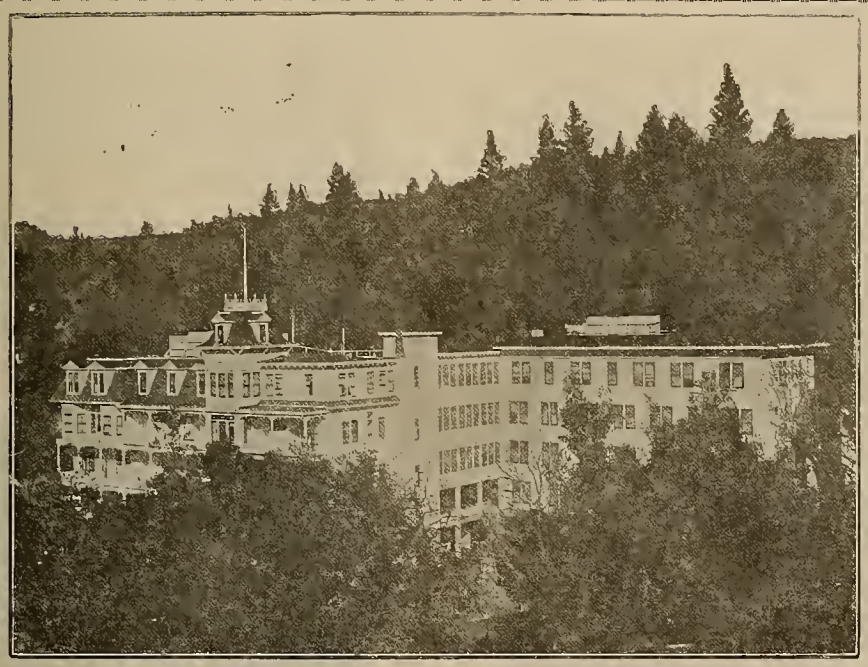
"She is snappish, I know," the teacher admitted, "and peculiar. But I stayed with her three days and I found that beneath her apparent rudeness she had a heart of gold."

This was quoted. The women were curious to know if the teacher might be right. Along toward the middle of November the sewing circle went in a body to hold a session at Mrs. Kern's place.

The widow spoke snappishly to them. When they came inside she scolded because some were not dressed warmer. She made them all sit close to the fire while she brewed some tea; waited on them with fussy solicitude.

The widow still lives in the same shack. She never visits her neighbors. She still speaks snappishly to everyone who comes to her door. Whenever she hires a man to work for her she makes him stay at Herb Emmett's place. But women occasionally drop in to see her and whenever people speak of the widow they say: "She is a peculiar old woman, but she has a heart of gold."

All this came about because a teacher happened to get acquainted with an old woman before gossip had had its say.—School Board Journal.



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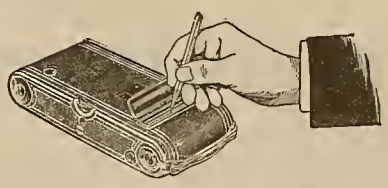

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Supt. William John Cooper of the Piedmont Schools writes of the Frye-Atwood Geographies

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Gentlemen:

It has been a real pleasure to make an examination of your New Geography, Book Two, by Wallace W. Atwood. I am especially pleased with the following features:

1. Maps. Good maps would make even a poor textbook exceedingly valuable in the hands of any teacher trained to teach geography. I have never seen a book so well equipped with maps as this one. I am particularly pleased with the "Natural Regions" feature so prominently shown in the maps of the United States, pages two and three. Such features as the Valley of the Hudson, the route of the Erie Canal, and the Fall line which determined the location of so many of our Atlantic manufacturing cities are shown at a glance. The lake-coastal plain so well adapted for fruit growing is shown on this map with a clearness I have never before seen on any map. The river systems are shown in remarkable detail for a map of this size.

Other maps seem equally good. As I look at the map of Europe (page 161) I regret that we did not have in our State book a map of this sort for use during the war. How clearly one can see why the German staff preferred to advance on Paris through Belgium rather than by a more direct line, and why it was wise for Holland and Denmark to make every endeavor to remain neutral, why Poland was the chief battleground of the East, and many similar propositions.

The second excellent feature in the line of maps is embodied in aeroplane maps of the larger cities. It has always been difficult to make clear to pupils the insular character of New York. Figure 52 clears this up. The location of Pittsburgh at the junction of the Alleghany and Monongahela Rivers is certainly made clear on figure 57, while figures 330 and 371 are veritable cyclopedias.

A third excellent map feature is the indication of industries and products, shown particularly well on the regional maps for the United States. This is a frank recognition that geography is no longer merely a matter of physiography.

And yet the physical maps are particularly pleasing and the legend scheme used is excellent. How easy it is with these maps for one to contrast the vast low-land area and extensive continental shelf of the South American (page 157) with that vast table land rising abruptly from the deep sea—the continent of Africa, and to compare the large amount of territory adapted to the Home of Man in the small continent of Europe (page 216) with the comparatively restricted areas in the great continent of Asia (page 256).

2. Illustrations. The illustrations reflect great credit upon the publisher. They are very well chosen and admirably printed. I like the stress they throw upon urban conditions, industries, and types of life. This feature is particularly valuable in helping young children, who have had little or no opportunity for traveling, to understand life in other lands. To illustrate what I mean, note how illuminating in this respect are figures 467, 478, 483, 502, 503, and 516.

3. The text. The book is well written. It ought to be good training in the use of English. In subject matter it stresses the Man-made side of geography, with proper regard for the physiographic basis.

4. For a teacher who has no set of problems laid down in her course of study, the problems printed in the book furnish an easy means of teaching geography by the so-called problem or project method. In fact for use with a course of study outlined on this plan as the course for the Oakland public schools is outlined, Dr. Atwood's book is by all odds the most usable text.

5. I like your treatment of "The United States—a World Power" (pages 277-304). I think it is an excellent topic with which to close the book and it is well done.

I am glad indeed that you have brought out this book at this time. We will use it as a supplementary book in Piedmont next year, and I am strongly urging that as many copies as possible be placed in the Oakland schools.

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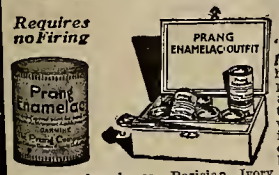

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Vote for Samuel M. Shortridge for United States Senator at the Primary, August 31, 1920

The readers of the Western Journal of Education are particularly interested in the election of Samuel M. Shortridge for the reason that his experience, personality and ideals have a strong appeal to those who have a vision of statesmanship. His career is one that would make a fine lesson for boys. It would be a live human document. It would not be the story of a poor boy and his struggles to get rich. It would not be the story of heroic endeavor along unusual lines. But it would be the simple story of a boy who had to fight to maintain his high ideals every foot of the way. Like Harding and Cox, he began active public service teaching in the rural schools. Mr. Shortridge taught a little country school in Napa county before he began the practice of law. He has always maintained in his legal work, in his public speeches, in his citizenship, the attitude of the teacher and student. He has never lost interest in the teaching profession, and has been an advocate of higher salaries for the teachers, tenure of position, and standardization of certification, and in national affairs believes that education is of sufficient importance to justify a Secretary of Education in the Cabinet. Mr. Shortridge is a student of the classics and history, and his speeches and conversation are enriched by the felicity of classical and historical reference, and his library is a storehouse of the choicest literature.

As a man he measures up to the highest type. He holds the record of having made more speeches for the Republican party, and for such occasions as the Fourth of July, Memorial Day, dedications, addresses for libraries and schools and buildings used for public purposes, than any other man in California. He has consistently refused to accept cash payment for his services, and has refused time and again to be a candidate for office. When he began the practice of law in the early eighties, he said to the writer: "I will never be a candidate for office for the sake of the salary, but when the time comes that I can serve the people of California in the United States Senate, I will be proud to do so." The time has come. Mr. Shortridge is before the Republican party for nomination as Senator. He will be able to give the State great service on the international questions now pending. His attitude on labor and capital is fair and just. He has visioned as few men have the development of the Pacific and upon all questions affecting the interests of the West. He will work for California and her people. He will stand shoulder to shoulder with Hiram Johnson on a progressive policy for the upbuilding and preservation of the interests of the American people, and his nomination will strengthen the Harding and Coolidge Republican ticket in California. Republican county committees have endorsed him throughout the State. Prominent men in labor, in the professions, on the farm and newspapers have endorsed him. The people are realizing that now is the time to elect Shortridge Senator. California needs him. The Nation needs him. You need him. Vote for him August 31, 1920.

SAMUEL M. SHORTRIDGE

Samuel Morgan Shortridge was born August 3, 1861, at Mount Pleasant, Henry County, Iowa; was educated in the public schools, graduating from the high school at San Jose, and taught school for four years. He has served the public as teacher; Presidential elector in 1888, and Presidential elector-at-large in 1900. His life has been characterized by work—work in the schoolroom, in the mines, in his law office, and in the courts. Mr. Shortridge has delivered many speeches—on political, educational and economic questions; memorial addresses, Fourth of July orations; on Masonic occasions; speeches on Italy, Scotland, Mexico, etc.; on "Western Diplomacy," on William McKinley, Lincoln, etc. Mr. Shortridge represents the highest type of oratory. His style is full of dignity and repose. He understands the art of actor, but never poses or uses the twists of voice or action to hold the attention of his hearers. The chief characteristics of his style are elevation of thought, humanizing patriotism, and vigorous expression.

AN AMERICAN CANDIDATE

The Americanism of Samuel M. Shortridge is sourced in the American schoolhouse. In his youth he was himself a school teacher, and he has never departed from the loyalty there engendered for the institution that, in larger degree than any other, has contributed to the preservation and integrity of the American republic.

In an address at the annual convention of county supervisors held in San Francisco, Mr. Shortridge took occasion to impress upon his hearers the vital importance of the American public school. Real Americanism, he said, begins in the school, and competent teachers should be encouraged by adequate salaries to stay there. It is the belief of Mr. Shortridge that the public school system of the United States is the fundamental structure upon which rests the democracy of our country. He has frequently, in his political speeches, voiced this sentiment with fervor and the sincerity of a patriotism confirmed and corroborated throughout the history of the nation. He has traced the best and truest citizenship of America to "the little red schoolhouse," wherein earnest men and women have so competently inculcated not only the rudiments of learning, but the morality, the loyalty, the patriotism, the civic devotion of millions of American freemen. No other candidate in the running should appeal to San Diegans as forcefully and as genuinely as Mr. Shortridge. More than any other is Samuel M. Shortridge a San Diego candidate, and we bespeak for him the loyal support of every true American within our jurisdiction.—From the San Diego Union.

School Boards, Teachers and other citizens should respond to the campaign through the initiative measure for more money for elementary schools, endorsed by State School Administration. Mark Keppel, Los Angeles, Chairman of the Promotion Committee.

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Vol. XXVI. No. 9 SAN FRANCISCO, SEPTEMBER, 1920 Price, 15 cts.

MEETINGS

Bay Section the California Teachers' Association; H. B. Wilson, President, Berkeley, Cal.; W. L. Glascock, Secretary, Oakland, October 18-24.

Northern California Teachers' Association, Ella McCleary, President, Sacramento, Cal.; Mrs. Minnie O'Neil, Secretary.

Central California Teachers' Association, Jerome O. Cross, Fresno, Cal., President.

Southern California Teachers' Association, Carleton Wheeler, President, Los Angeles; Dr. A. E. Wilson, Secretary, Los Angeles.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs. Mrs. M. R. O'Neil, Sacramento, Cal., President; Mrs. I. M. C. Smith, Sacramento, Cal., Secretary.

Central Coast Section the California Teachers' Association; W. J. Cagney, Hollister, President; G. A. Bond, Santa Cruz, Secretary. Meeting October 18-20, Santa Cruz.

California Education Officers, Sacramento, Cal., Hon. Will C. Wood, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Albert C. Olney, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Stanley B. Wilson, Mrs. Agnes Ray, George W. Stone, Mr. Lester J. Hinsdale, Sacramento; Elizabeth R. Phillips, Porterville.

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THE CRISIS IN COUNTRY LIFE

By Will C. Wood

State Superintendent of Public Instruction

The American rural school will have to be remade in many respects if it is to remain American; and so will rural institutions generally. Today we are discussing seriously such problems as the high cost of living, immigration, the Oriental invasion, and Americanization. When we study them carefully we find that all of them are related directly to the problems of rural life and the rural school.

A Lesson from New England

The farming districts in many New England townships have been depopulated in recent years. In one county in Maine, it was found recently that 80 per cent of the farmers were over fifty-five years of age. The New England boy has left the farm for the factory, with this important result, that farms in New England have been abandoned and allowed to "go to weeds." Farm products are scarcer and prices thereof are higher than they would be if the farms were producing as they should. Those who dwell in cities and pay for farm produce at higher rates are therefore greatly interested in the remaking of rural institutions to stem the tide of migration toward the cities.

Why Californians Abandon the Farms

In California the situation is somewhat different. It has been demonstrated very clearly that American parents will not live in districts where schools are poor. They will move away to towns and cities, where schools are good enough to afford every child an American chance. In a majority of the one-room schools of California children are not getting an American chance. Imagine a school of thirty or forty pupils in eight different grades under one teacher! With each class having six recitations a day the teacher can give only seven minutes to each recitation. If the time is evenly distributed among the pupils, each pupil can have ten minutes a day of the teacher's time—less than two minutes allowed each pupil for reading, and the same amount of time for writing, or arithmetic, or history, or geography, or language. Only the stronger pupils survive to go to high school and many of these are not adequately prepared.

The One-Room School a Pioneer Institution

Right here I want to express appreciation of the one-room school as a pioneer institution. It was as good as our pioneer fathers could afford. It produced Abraham Lincoln. But that is no argument for its continuance in thickly settled communities. Lincoln was a strong character. He would have succeeded even though he had never attended school. We hear much of him, but who speaks of the vast number of children attending school in his time, who dropped out of school and didn't succeed? The one-room school must be maintained in pioneer and sparsely settled districts. But in other districts it should give way to the consolidated school. We have given up many things the pioneers brought with them. We have given up the prairie schooner for the motor-bus; the horse for the automobile and tractor; the log cabin for the bungalow, and the "old-oaken bucket" and the dug well for the modern electric pump. For washing and ironing; for our farms and orchards, for our highways and streets, we demand the most modern improvements. But for our rural children we furnish schools only a trifle better than our forefathers furnished in 1850.

Keep Rural California American

And the consequence! American parents have moved away from the rural sections in surprisingly large numbers. However, the farms have not been left untenanted. Whole communities have been taken over by Orientals and aliens. In some districts it is almost impossile to find enough American citizens to make up the board of school trustees. We need American schools in these districts above all places to Americanize the children of alien parents. We need good American schools in hundreds of other communities to keep American families from moving away because we know that they will be followed on the farms by Orientals. **If California is to remain American, we must maintain good schools in our rural districts.**

The Solution—Consolidation

The solution of the problem in most districts is consolidation and it ought not to be delayed. This is an era of good roads and auto-busses. Formerly when children had to walk to school, parents were justified in asking for a schoolhouse within a mile or so from their homes. It took a little child a half hour to walk a mile or so to school. Now we have the paved highway and the auto-bus. The child can be carried to school eight or ten miles away in a half hour. And he is safer in the auto-bus than he is walking to school on the highway with automobiles dashing by at short intervals. The school building of the consolidated school may be as good as a city school building. It may offer all the advantages of the city school—class instruction, manual training, cooking, sewing, gardening, drawing and music. It should remain rural in its ideals, however. Moral conditions are far better in consolidated schools than in most one-room schools. Consolidation is not an experiment; it is a success, not only in Iowa, North Dakota and Nebraska, but also in California. Monterey, Riverside, Placer, Santa Clara, San Bernardino and several other counties have successful consolidated schools.

Teacherages

Whether the school be of the consolidated or the one-room type, the boarding of a teacher is an important problem. In Kern and Imperial counties the problem is being solved by constructing houses for teachers. A little cottage or bungalow is erected on the school grounds. The teacher is given a plot of land for a garden and a shed for her Ford. A recent investigation showed that more than half of the teachers have dependent relatives who can live with them. If a house is furnished for the teacher, one of the most trying problems of the rural school has been solved. More of these teachers' houses should be erected in California.

In Conclusion

The problem of education is one we cannot afford to neglect. Education costs money; so does life insurance or any other good thing. But we don't complain about paying for life insurance. Education is the life insurance of the nation and we should not complain if we are called upon to pay enough to get the genuine article. Americans are paying less for education than they are paying for life insurance. During the war with Germany our government spent more money for killing the enemy and preparing to kill the enemy than the United States has spent for the education of American citizens since our government was founded. The American school is the best guarantee of the perpetuity of American institutions. We must make stronger efforts to bring our schools up to such a standard that all children will have an American opportunity.

THE TENURE OF TEACHERS, NATIONAL COUNCIL ON EDUCATION

By James Ferguson
Principal High School, Chico, California

When your committee on teachers' salaries, tenure and pensions was appointed nine years ago, the problem uppermost was how to change the "job" of teaching into a life work which would be recognized as a "profession." To enable teaching to draw into and hold in its ranks men and women of superior ability in the same degree that the ebstalished professions do, it was universally agreed that there must be higher salaries, a secure tenure, and adequate pensions for teachers.

The high cost of living, as a result of the world war, has demanded for the salary question immediate attention. Teachers today are not so much concerned with the question of how to build up a teaching profession as they are with the one of how they are going to pay their monthly bills. Besides, the argument from this latter point of view is more easily understood and appreciated, and is more likely of unanimous acceptance both by teachers and the public at large. Clothing, groceries, rents, etc., have increased from two to five times in cost since 1914, while teachers' salaries have increased but little. The teachers' standard of living is lower than it was six years ago, but that of mechanics and laborers is higher, due to their increased wages.

Never before in our history has the general public been so favorable towards increased salaries for teachers, due in large measure to the educative work of the National Education Association, and I confidently expect to see teachers come into their own in this respect, and that very soon. But when we shall have attained to the most favorable salary conditions there will still remain a most serious problem to be dealt with—that of tenure. It is particularly fortunate that the committee should present a report on this subject at this time and suggest action while the public mind is in a receptive state.

It has been estimated that the average tenure of public school teachers in the United States is about three years. I know of rural communities even in Golden California where it has averaged less than two years in the last decade. (Parenthetically, I may here remark that the present law in California referred to as giving permanent tenure to teachers unless the school trustees give notice of dismissal before June 10th of each year, has but one effect—that of shortening the period of suspense and giving the teacher a longer time in which to find another position. It was a step in the right direction, but so far as tenure is concerned, it is a negligible one.)

Unless such conditions are changed, high salaries and desirable pension laws can carry school teaching no higher than the rank of a tramp profession. The old-time itinerant Methodist preacher was more secure in his tenure than is the public school teacher of today. Unskilled laborers can select the location in which they desire to build a home, knowing that they can remain permanently in one locality if they desire. But the teacher knows with certainty that he cannot do this. He will have to move in a few years at the best. If he desires to have a permanent home his best investment is a Gypsy Wagon.

No one, in particular, is to blame for this. It is the district system of annually "hiring or firing" school teachers that is responsible.

If the interests of the school and the children were served by this annual migration of teachers, little could be said against it. But the results are disastrous to everybody and everything concerned. Annual elections of school trustees take place two to four months before the close of the school term. Especially in rural communities, the personality of the teachers is often the chief subject of discussion during the campaign. At times Mrs. Smith may desire to have the teacher as a boarder, so Mr. Smith becomes a candidate for the school trusteeship and a new teacher must be found who is willing to board with Mrs. Smith. Perhaps the teacher has refused promotion to the child of a prominent citizen. Perhaps her church affiliations are not pleasing. These and a hundred other things may become the basis of opposition to efficient teachers, causing them to lose their positions and seek employment elsewhere. The result is that their work is interfered with through public criticisms that are often unjust; children become prejudiced against their teachers through hearing such discussions at home and do not apply themselves to their studies, the morale of the school is destroyed, and teachers' minds are distracted from their work, consciously or unconsciously, through efforts to find another position for next year. This takes no account of the expense involved in going to interview several boards of education, far or near, and the necessary fees which are paid in commissions to agencies of one kind or another.

There are, of course, cases where the teacher fails of re-election because she is not up to standard. She, too, interviews other boards and finally passes on to another community to continue doing inefficient work there.

So the present system does not protect the efficient teacher, nor does it get rid of the inefficient teacher—two vitally serious defects. Any system of school administration which lays claim to being successful must eliminate these.

With most of those who have tried to reform our school system along this line, I fear the chief consideration has been how to provide an easy method of getting rid of teachers who are considered inefficient, even if in the process of elimination some mistakes may be made and a competent teacher now and then dropped. In this process it seems to be assumed that it is better to sacrifice the innocent rather than let one guilty person escape—a process just the opposite of that which we follow in dealing with horse-thieves and social parasites in general. Even with our present imperfect system of certificating teachers, with its widely differing standards applied by normal schools, universities and local boards of examination, it can be safely assumed that the vast majority of persons certificated to teach will be, in the main, efficient. A tenure more secure than that of annual election by local district boards should be guaranteed them while working through a probationary period. This probation should be served under the supervision of educational experts possessing the power to make the tenure permanent when in their judgment the candidates prove themselves in actual work for a definite stated period. The method of certificating teachers should be modified, however, so that no one would receive a permanent certificate until after this probationary period had been served.

Any plan for the reorganization of our school system with the view of eliminating the two evils of which I have spoken must provide an effective means of supervision for our schools, something which is sadly lacking, especially in rural communities today. Under our present laws the function of the county superintendent, as a supervisor, is an impossibility. And it will be so just as long as the county superintendent is chosen on any grounds other than educational training and professional efficiency, and while at the same time he is burdened with clerical duties which take up the major part of his time.

I would suggest, then, that the state function as a more effective unit of school administration by organizing under the State Board of Education a department consisting of educational experts and bringing into co-operation city and county units of administration, whose duties and powers shall include the following:

1. The supervision of the entire school system of the state through visitation and other effective means.
2. The making of regular reports to the State Board of Education of school visits, and the classification of teachers based upon the results of such supervision.
3. The hearing of requests from local district boards of education for changes of teachers, or of requests from teachers for transfer to other schools.
4. The transfer of teachers from one school to another whenever the educational interests of the state require the same; (provided, perhaps, that no teacher be transferred from a position without the approval of the local board of trustees).
5. The appointment of new teachers, duly certificated, to fill vacancies.
6. The recommendation to the State Board of Education of suspension or revocation of teachers' certificates for cause, with proper safeguards against injustice.

Such an organization would provide expert educational supervision for districts now entirely neglected.

It would secure life tenure for efficient teachers, and provide a just and effective method of getting rid of the inefficient.

It would provide an efficient method of assigning to positions teachers whose per-

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sonal and professional qualities fit them particularly for special tasks both in the class-room and in the community at large.

It would enable every teacher to devote 100 per cent of her energy to the immediate task of caring for the educational interests of the children under her care.

And it would save to the teachers the hundreds of thousands of dollars now paid in salary commissions to teachers' agencies.

ARGUMENT FOR CONSTITUTIONAL AMENDMENT RELATIVE TO INCREASE OF SCHOOL FUNDS

This constitutional amendment was framed to provide more definite and adequate support for public schools. It will increase the state's contribution for support of elementary and high schools about $270 yearly for each teacher employed. The average yearly salary for elementary teachers is about $1000. This amendment will raise this average to about $1270. This is not too much to pay teachers who hold in their hands the destiny of America.

A salary is worth only what it will buy. The amendment will not really increase teachers' salaries, but will merely restore a fraction of the purchasing power of teachers' salaries taken away by the war. It will restore about 27 per cent, whereas the cost of living has increased 100 per cent.

The chief beneficiaries of this amendment will be the children and the State of California. Men and women need not teach. Business and industry have proved this by taking teachers away from the schools. In August, 1920, there were over 600 schools in California without teachers, mostly in country districts where yearly salaries range from $600 to $1000.

American parents will not make their homes where schools are unsatisfactory. They will move away. If their places on farms are not taken, production is decreased and city dwellers must pay more for food. If their places are taken by Japanese and other Orientals, Californians will be sacrificing their birthright. This amendment will help secure good country schools to hold Americans on farms.

The amendment restores the old principle, that the state and the county should be equal partners in supporting elementary schools. Up to 1911, the state paid more toward salaries and other expenses of elementary schools than the county. Before 1908, it paid more than county and districts combined. In 1911 the state contributed $533 per teacher; in 1918 it contributed $421, a decrease of $112; in 1911 the county contributed $433 per teacher; in 1918 it contributed $439, an increase of $6. In 1911 the district contributed only $311 per teacher; in 1918 it contributed $602, an increase of $291.

The state has been shifting its school burdens to counties and school districts. A small increase of state support by the last Legislature did not restore the balance. This amendment will restore the principle of equal support and guarantee it by constitutional provision. It increases state aid for high schools from $15 to $30 per pupil. The county contribution for high schools is not increased.

"Why not let districts take care of the schools?" Hundreds of districts are too poor. In rural counties the total assessment of many school districts is about $20,000 each. If the maximum district rate for elementary schools were levied, only $60 a year would be raised! This is pitifully insufficient. This amendment is their chief hope for relief.

A vote for this amendment will uphold the principle that money for schools shall be raised where income is, and distributed where children are. WILL C. WOOD.

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EDITORIAL REVIEW OF THE SAN FRANCISCO SCHOOL SITUATION

By Harr Wagner

The school situation in San Francisco is at this time interesting to the school people of the State and quite perplexing to the people who want to be fair and just in all decisions pertaining to the public schools. James E. Addicott, principal of the Polytechnic School, a man who in the State Normal School at San Jose, in the Manual Training department of Oakland, and in several other schools, established a reputation as an educator. As principal of the Polytechnic High School he suspended seventy-one pupils for lack of scholarship, failure to obey rules and regulations, and other causes. The students appealed to Superintendent Roncovieri. This caused friction. After several interviews, which developed into good newspaper copy, Roncovieri filed charges against Addicott. The Board of Education fixed the time and place of the trial. Addicott, through various organizations, began to agitate public sentiment in his favor. He hired a lawyer. There was organized the Public School Defense League and propaganda not only in his favor, but against Roncovieri, and the Board of Education, was begun. The newspaper publicity was of a type intended to intimidate the Board of Education. Beneath the surface of these meetings was the lurking spirit of Charter Amendment No. 37, to change the Board of Education and to make the office of superintendent appointive, rather than elective. Skulking in the crowd also was the rattling skeleton of the A. P. A. movement, and the literature circulated was offensive to fair-minded men, whether Protestants or Catholics. The Board of Education gave a fair, open and impartial trial, lasting several days. After a careful consideration of the testimony the charges of Roncovieri were sustained and Addicott was dismissed. Addicott's friends called a mass meeting in Dreamland Rink. Several thousand people attended. Dr. Jordan of Stanford, C. E. Rugh of Berkeley, Dr. Reinhart of Mills, and Rabbi Nieto were the principal speakers. The discussions were largely on the reorganization of the administrative department of the schools, except the address of Rabbi Nieto, who rapped the schools in an ill-tempered, semi-humorous, slangy manner. His remarks would have been as appropriate to Los Angeles, Chicago, Oakland, or any other city as to San Francisco. There was circulated at this meeting "The Public School Defender," which contained vicious and pernicious attacks on Los Angeles schools for using certain textbooks and for having pictures of Madonnas and Mission architecture in the schools.

The next event was a parade on Market street. It was not impressive. The petition presented to Mayor Rolph was received by him, and he demanded proof that there were politics in the schools. The issue developed into a propaganda not in favor of Addicott, but against the Superintendent of Schools and for a new charter amendment. In the crowd were a few wilful teachers who desired to affiliate with union labor, and were opposed to the strong stand that Superintendent Roncovieri and the Board of Education took in the matter. There were union labor malcontents, some secret organizations, a few students, and among the crowd some men and women who honestly believed that Addicott had been treated unjustly and that Roncovieri and the Board of Education had not acted properly.

This is a plain statement of the case. The result has been that Mr. Nourse is principal of the Polytechnic High School, a man finely equipped, and even Addicott's friends will acknowledge his efficiency, and is the man to reorganize the Polytechnic High School and bring it to a high standard of success.

Two charter amendments, one number twenty-five, by the teachers, providing for the increase of the superintendent's salary and powers, and requires the finances and duties of the Board of Education to be reorganized.

The other amendment, No. 37, provides for a superintendent with supreme power in selection, dismissing, promotion, etc., of teachers, and creating a Board of Education of seven to be appointed by the mayor and to be confirmed by a vote of the people. Amendment No. 37 is for the purpose largely of getting Roncovieri's job. It is fostered by a group of people who believe that a new superintendent with enlarged powers would not only benefit the schools, but also interests which they represent. It does not always follow that financial and educational interests cannot work together for the welfare of the community. However, it may be well to state at this time that Superintendent Roncovieri is a man who during his twenty years' administrative work in the schools has succeeded in maintaining high standards of efficiency. He has a fine cabinet of deputies. His courses of study, especially in history, arithmetic and geography, are of the most progressive type. Mr. Roncovieri is a native son, educated in our public schools and at the University of California, and is a man of broad and liberal culture, gifted in music, an earnest student of current affairs, a good listener at educational conventions, a student first-hand of European and American schools. In all the years his integrity of character has never been questioned. The men and women who criticise his educational qualifications are thinking of the theoretical standards of teachers' colleges and of degrees, and not upon experience and accomplishment. There are also men and women or groups of men who want his job either for themselves or other reasons.

Educators who devote their time to the theory of school administration are for an appointive superintendent. However, Amendment No. 37 calls for an appointive board of education, as well as superintendent, and in this they are opposed by the best educational thought in a republican form of government. We admit that other cities have an appointive superintendent. San Francisco is unique, and let it remain unique in this It has elected John Swett, J. W. Anderson, Andrew Moulder, R. H. Webster, W. H. Langdon to the city superintendency. No city in the West can show an abler list. The wisest arm or swivel chair philosophers have theories that do not always work out. Study the record of Los Angeles, Pasadena, San Diego, Berkeley, Fresno, Portland, Seattle, and you will find a record for political activity for or against certain school men.

Sometimes an appointive superintendent, like Wilson of Berkeley, like Susan Dorsey of Los Angeles, like Hunter of Oakland, make a great success. There are others, however, who are only good; some are indifferent; some are abject failures; so let San Francisco alone in her uniqueness—a new Samson will rise up some day and tear down our pillars—but it will be a Samson who will rise up within the system and carry forward a great constructive program. In the meantime, let the people rule—no class, no section, no secret fraternities, no organizations, but just the people. Let the people rule. Vote **No** on Amendment 37 and vote **Yes** on Amendment No. 25.

WHY A SCHOOL BOARD?

The disturbed relations in activities where the elements of authority and compensation play a part is finding ample expression in the field of school administration. Some odd controversies, undreamed of a few years ago, come to the surface here and there.

While the teachers' salary question has become quite common and is met with a reasonable degree of speed, in all sections of the country, the issue, in some instances, is going deeper into the relations between school boards and the teaching forces, and is culminating into a contest of school board government versus teacher government.

At Eugene, Oregon, the issue has become so pronounced that a local school welfare league has resorted to full page advertisements in the newspapers in discussing the issues. It asks the public on the eve of a school election: "Can you have efficiency in your schools without the discipline, control and authority of a school board? Can you expect good schools if the teachers dictate who shall be their superintendent? Can you expect good schools if the teachers dictate what method of supervision of their work shall be employed?

There can be but one answer to these vital and pertinent questions. The final authority must be vested in the school board. There can be no divided or mixed authority, nor can the teachers be allowed to dictate the policy that shall govern the school system.

The public should be well informed on the issue involved here. If the pupil, the real objective of the American system of popular education, is the object of concern, then disciplinary powers can only emanate from one recognized source. Authority transcends from school board to superintendent, from superintendent to principal, from principal to teacher, and from teacher to pupil. This organic cohesion must be maintained if the school machinery is to work smoothly, expeditiously and efficiently.—Geo. Bruce in August School Board Journal.

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EVENING HIGH SCHOOL, PEOPLE'S UNIVERSITY

From the introduction to a report from Principal Vierling Kersey of Los Angeles Polytechnic Evening High School, this institution is rapidly becoming the real people's university of that city. In his discussion of the facts pertaining to this work, Mr. Kersey says:

"Los Angeles Polytechnic Evening High School, in reality 'The Los Angeles Polytechnic Evening University,' is an enormous institution with a curriculum covering sixteen distinct departments, offering over two hundred different classes in varied grades of advanced academic, scientific, commercial and industrial instruction and trade extension. The student body has an active enrollment of 4796 students and an average nightly attendance of 2195, divided into two schools, one coming Monday, Wednesday and Friday evenings and the other coming Tuesday and Thursday evenings. The faculty, of over one hundred members, of necessity, is made up of highly and specially trained instructors, a large number of whom come from the industrial, professional and business world.

The aim of the school is to furnish, for this community, a place where people of all ages can come and secure specialized instruction bearing directly on their needs. This instruction to be available to them at late afternoon and evening hours.

The school was established in 1906 with a modest faculty and student body. It now has become so well known throughout the city that to those thinking of extension schooling, 'evening high school' and polytechnic evening high school are synonymous terms.

During the past five years the school has made its greatest advances. These advances have taken the form of increased size and greater extension of work. These, coupled with an advanced type of student mind, count the school among the leading evening institutions for vocational or academic training in the West.

The school has increased over 125 per cent in size during these five years, while its courses have increased 100 per cent in number.

The coming of a more serious and purposed group of students to the school in late years has made it possible to issue the regular high school diploma of graduation which is given after the completion of the regular requirements established by the State Board of Education for California high schools.

For those who cannot secure the regular high school diploma of graduation, the school issues a small certificate card bearing a statement of the work the student has completed, together with the school's guarantee as to the ability and possibilities for the student.

A number of the students from our evening high school enter the various universities of the State each year and their work completed with us is always accepted. We are yet to hear of one of them who has not fulfilled expectations in his advanced work."

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JOTTINGS OF A TRAVELING BOOKMAN

F. F. Martin, superintendent of San Diego County schools, has been successful this year in a drive in the formation of large union high school districts. The Riverview Union High School at Lakeside and the El Cajon Valley High School at Bostonia were united and will be under the principalship of Carl N. Vance. At National City Percy R. Davis, supervising principal, has brought about the unionization of a number of districts and a new high school building is in prospect.

Arthur S. Pope succeeds to the unexpired term of Mamie V. Lehner, superintendent of schools of Santa Barbara County. Miss Lehner recently resigned on account of ill health and leaves office after a long period of efficient and devoted service to the schools of her county. Mr. Pope for several years past has been principal of the Santa Maria High School, where he made a fine record as a schoolman. Mr. Pope is a man of force and decision and is sure to be heard from in county administration of schools.

Fred A. Boyer, principal of Coronado grammar schools, has been elected president of the San Diego County Board of Education.

Mrs. Beulah W. Howland, principal of the Escondido Grammar School, has a largely increased attendance this year and has associated with her an excellent corps of teachers.

Mark Keppel is a poet by instinct, or perhaps he was aroused by the recent seismic disturbances in Los Angeles. He described them as tremors — dainty, palpitating, vibrating tremors—slight undulating tremors. Earthquakes and tremors are distinctly different in Los Angeles. They have tremors there, but no earthquakes.

W. J. Cagney, superintendent of San Benito County, has all of his schools running, which is some feat in this time of teacher shortage in the rural schools. Mr. Cagney is booked for several fine addresses at county institutes this year.

Agnes Howe, superintendent of Santa Clara County, and the County Board of Education are working on a fine course of study.

Jerome O. Cross, superintendent of Fresno schools, spent a few weeks at Santa Cruz before returning to the heat of administration of school districts in Fresno.

H. P. Short, superintendent of Oroville schools, is a baseball fan. He became very well acquainted with Recreation Park and soda pop bottles while in San Francisco this summer.

Arthur Walter, superintendent of Salinas schools, is steadily improving the grammar schools of his city. A new building is in prospect, a new course of study has been made, and the people are satisfied with his efforts.

Arthur H. Mabley, superintendent of San Luis Obispo schools, is in the midst of a campaign for a large bond issue for new school buildings.

A. C. Barker, superintendent of Palo Alto schools, is intending to get out a new course of study.

John F. West, superintendent of Pasadena schools, is making a record in doing things. He was recently offered $6,500 by his board of education, but refused to accept more than $6,000 per year.

W. T. Helms, superintendent of Richmond schools, gets things done with little furore and excitement. He believes that these teacher campaigns are in cases having a deterrent effect upon the people as a whole.

John W. Linscott, superintendent of the Santa Cruz schools, has in prospect another excellent school year.

A. N. Wheelock, superintendent of Riverside schools, is an enthusiast on California history and geography.

Chas. C. Hughes, superintendent of Sacramento schools, had well-attended classes in his courses on school administration at Los Angeles at the summer session of the southern branch of the University of California.

A. E. Monteith, supervising principal of Redwood City schools, is up and at 'em these days. Hard work does not seem to phase his jovial disposition.

George W. Hall, district superintendent of San Mateo city schools, has been taking notice of the student transfers coming from San Francisco, the bay region, and the rest of the State. He says that the children coming from San Francisco are the best prepared and trained and capable of going on with the regular class work.

Thomas J. Roesman, principal of the Gridley High School, is prepared for a very successful year. He has an excellent corps of young, enthusiastic teachers. Mr. Roesman plans to do a great deal in part-time work. He intends also to work for the securing of a new high school plant.

Elmer E. Cave, newly elected superintendent of schools of Vallejo, is glad to get back to California and the bay region. From Alameda he went to the superintendency of Bellingham, Washington, where he has made an admirable success. Mr. Cave intends to work out a new course of study and to keep the Vallejo schools in the front of education in California.

Oliver R. Hartzell, superintendent of San Rafael schools, is one of the youngest executives in the State. He has an admirable opportunity to prove his worth in the San Rafael schools, which are on the point of carrying out many improvements as to buildings, equipment and curriculum.

Herbert H. Matthews, supervising principal of Mill Valley schools, is one of the leading grammar school executives in Marin County.

D. C. Cagwin, principal of the Cornell school, Albany, is in a community that has grown up rapidly within the last few years.

M. L. Benson, district superintendent of Hayward schools, finds that the Italian and Portuguese children, of whom there are many in Hayward schools, make quite good students.

Ernest I. Cuthbertson, supervising principal of Livermore schools, is a hard worker for the betterment of his schools and hopes to get a fine building program through this fall.

J. L. Banker, principal of Niles Grammar School, has a very fine little school building to work in. He has made a great success during his three years of office.

C. A. Harwell, supervising principal of San Leandro schools, has an increase of about 30 per cent this year. In W. O. Davies, principal of the Lincoln School, he has a most efficient co-worker.

C. E. Lawson, principal of the San Lorenzo schools, is a young man who has made a reputation for himself during his principalship of the last seven years.

Mr. George A. Johnson, supervising principal of Crockett schools, is a great booster of the Boy Scout movement. He had some job the other day in keeping some fifty boys out of the poison oak on a trip to Mount Tamalpais.

W. Wells Pratchner, principal of the San Ramon Valley Union High School at Danville, is one of the younger high school principals of the State who is bound to rise in the profession. He has made a fine record in his present position.

T. F. Brownscombe, superintendent of Santa Rosa schools, has quite a job on his hands of caring for children of a population of 4,000, when the income raised comes from the 8,000 within the city limits. Mr. Brownscombe has several teachers that are doing great work in educational testing and are actually putting theory to work.

J. L. Shearer, superintendent of Napa City schools, is building temporary buildings for the increased number of school children. Expectations are for the putting across of a large bond election for schools in the near future.

Bruce H. Painter, superintendent of Petaluma schools, is carrying out plans for a new intermediate school.

The Federal Board for Vocational Education has issued a "hurry up" call for help. Are you interested in having a position as a reconstruction aide with the government? Then write for particulars to the Civil Service Commission, U. S. A., San Francisco.

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WESTERN SCHOOL NOTES

Commercial art, lettering and design will be taught in San Francisco, under the direction of the University of California Extension Division, beginning Tuesday evening, September 7, at 7 p. m., at the Polytechnic High School, First avenue and Frederick street. The instructor will be Winfield S. O'Connor, a commercial artist of San Francisco, who has been connected with large advertising firms and now has a studio in San Francisco.

Clark University has recently elected as its president a man of wide experience, of high scholarship, and of wise and progressive administrative ability—Professor Wallace W. Atwood, who holds the degrees of Bachelor of Science and Doctor of Philosophy of the University of Chicago. In 1897 Professor Atwood entered the teaching profession as a member of the faculty of Lewis Institute. Later he was associated with Francis W. Parker of the Chicago Institute, with Dr. John Dewey on the faculty of the School of Education of the University of Chicago, and with Harvard University, where since 1913 he has been professor of physiography.

One of Professor Atwood's most important contribution to education has been in the field of geography reading in the grades. He is widely recognized as an authority on the subject and is in no small degree responsible for the growing interest in improving present-day methods of teaching geography. His new geography, recently published by Ginn & Company, is the first textbook for American schools to emphasize the regional treatment of geography and to provide pupils with a full set of regional maps. His treatment gives fresh impetus, also, to the use of the problem method.

Superintendent Kate Donnelly has sent word that rural teachers will be paid a minimum of twelve hundred dollars in Plumas County without regard to length of term.

W. L. Glascock of the San Mateo Union High School adopted a unique salary schedule in which special increases were granted each teacher on a per capita basis . The system is based somewhat on army regulations granting extra pay for wife and children. This system certainly has some points of advantage, and it will certainly encourage teachers building up home life.

J. A. Wagner, formerly superintendent of Stanislaus County, now a resident of Ceres, is an active promoter of school interests. He is clerk of the Union High School Board and has recently promoted consolidation of a number of districts.

The election of J. P. Nourse to the principalship of the San Francisco Polytechnic High School has been received with favor by leading educators. He is a fine administrator, a firm disciplinarian, and will undoubtedly build up the reputation of the school on the side of scholarship and discipline.

The San Francisco State Normal School has ten new names in its faculty this year. It is reported that it is the strongest faculty that the school has ever had, and the San Francisco Normal has been noted for having had many notable men and women as teachers.

Chico Schools

Professor James Ferguson, the new principal of the Chico High School, has, under the direction of the Board of Education, inaugurated a Junior High School that will co-operate with the Chico State Normal School, and is establishing a course in agriculture on such broad lines that it will surpass anything of its kind in the West. It was our privilege and pleasure to visit the school while in session and we were interested in the splendid reaction the student body to teachers and principal. Mr. Ferguson's reputation as an organizer and disciplinarian will certainly be sustained by the response he is getting from the student body of the Chico High School. The new campus of fifty-five acres will soon be in use by the students. The foundations of the new high school building are laid, and the work is progressing rapidly. Superintendent C. H. Camper of the elementary schools has inaugurated a fine program, and Chico, educationally, will certainly make a great record in the year 1920-1921.

The Convention of City and County Superintendents

The city and county superintendents will meet at the Mission Inn, Riverside, October 4, 5, 6, 7 and 8. The superintendents are delighted with the prospect of a week's work in such a delightful environment. Every superintendent will bring his wife or husband, and if not so fortunate as to have one, will bring a sister, or brother, or guardian along. The Mission Inn, under direction of Frank A. Miller and Mrs. Richardson, is unequalled anywhere for its uniqueness, its comfort, its class, its atmosphere, and as a place where "Over all there broods the spirit of romance."

There will be an excellent program, and undoubtedly the largest attendance that has ever been at the superintendents' convention. Hon. Will C. Wood is to be congratulated on his fortunate selection of the Mission Inn, Riverside, for the meeting.

The Sequoia Union High School District, S. P. McCrea, principal, has just voted $80,000 to buy a new site of forty acres for the high school. Superintendent Roy Cloud, Superintendent A. E. Monteith and all others who had to do with this move, will go down in history of San Mateo County as having rendered a great service to the children and the taxpayers in securing such a wonderful site for a high school.

Hon. Will C. Wood is to be the principal speaker before the State Teachers' Association of Nebraska next month.

Superintendent W. J. Cagney, president of the C. T. A. Coast Counties, has called the convention to meet at Santa Cruz, October 18, 19, 20 and 21. There will be over 1000 teachers present, from Santa Cruz, San Benito, San Luis Obispo and Monterey Counties.

The Bay Section of the C. T. A. will meet in Oakland the week of October 18. H. B. Wilson, of Berkeley, president; W. C. Bagley, author, Teachers' College; Jesse Burrall of National Geographic Society; Howard Driggs, of University of Utah, will be the principal speakers.

Mrs. Charlotte Cunningham of Shasta County held the institute in Redding September 12, 13, 14 and 15.

Mark Keppel, who is devoting his time unselfishly in the interest of legislation for the benefit of the teachers and the schools, was the principal speaker on Monday. Mrs. McCauley of the State Normal School of San Francisco spoke on Music, the State series; and Harr Wagner spoke on California History and Literature. On Wednesday Superintendent H. B. Wilson of Berkeley was the principal speaker.

One of the unique features of the institute was the development of the fact that thirty-five schools in the county were giving hot noon lunches, prepared by the pupils under the direction of the teachers.

Mrs. Cunningham is meeting the problem of supervision with excellent judgment and is devoting her time and energy to developing a high standard of efficiency in the schools. There are many new and well trained normal graduates, as well as about thirty-five married women who, with a fine background of experience in the home and school, are filling vacant places caused by the shortage of teachers.

Miss Mamie Lang of Tehama County has called her institute for October 13, 14 and 15. It is her intention to specialize on tests. Miss Georgeson of the World Book Company and Professor Sears of Stanford will speak on the subject.

Miss Margaret Hatch, the librarian of Sutter County, has resigned to accept a position as librarian with the Standard Oil Company of San Francisco. Miss Hewitt has succeeded her in the position at Yuba City.

Miss Margaret Livingstone of Colusa has a combination of city and county library and has important branches at Maxwell, Williams and other parts of the county. Miss Livingstone has not only a finely equipped library, but she is an enthusiast in getting people to read books and to acquire the library habit.

Miss Geraldine Graham, formerly assistant of Miss Margaret Livingstone at Colusa, has been elected librarian of Tehama County and has taken hold of the work in a very effective manner. She has the hearty cooperation of the schools and will undoubtedly have the support of all the people in giving a fine library service.

News Notes of California Libraries has a special article on Kern County Free Library that is of special interest to teachers. It is written by Julia G. Babcock.

The California State Library School has been discontinued. This school has rendered special service in the training of li-

brarians. The University of California has introduced a library department in the institution at Berkeley.

Superintendent G. P. Morgan of Sonoma, Tuolumne County, writes an S. O. S. as follows. This kind of publicity will do more to put over the initiative amendment than the most logical argument:

"If you know of any who will take small rural schools, rather lonely places, good children, good people, good climate and everything good, as it is in Tuolumne, have them wire me. I can put them to work at once. Salary $110 or better if funds will allow; board $25 to $35; pupils not more than ten or twelve; term eight, possibly nine, months."

Beginning with the September issue, 1920, Educational Review passes formally into the hands of George H. Doran Company, publishers, under the editorial supervision of Dr. Frank Pierrepont Graves, dean of the School of Education in the University of Pennsylvania. The September issue contains four articles which will cause a stir in educational circles and give evidence of the progressive attitude of the new editor and the publishers. They are: "Unionization From the Standpoint of a University Teacher," W. C. Curtis, University of Missouri; "Teachers and Trade-Unions," Arthur G. Lovejoy, Johns Hopkins; "The Organization of Teachers," James E. Russell, Teachers' College, Columbia; "The American Federation of Teachers," Charles B. Stillman, president of the American Federation of Teachers.

Though the new editor of the Educational Review comes of old Massachusetts colonial and revolutionary stock, and his father was a Harvard man who afterwards taught at that University, he was born in Brooklyn, N. Y., and is a graduate of Columbia University, where he also took his M.A and first Ph.D. In 1895 he married Helen Hope Wadsworth, a descendant of Alden and Bradford of the Mayflower, a relative of Longfellow and an A.B. of Boston University. They have four children, one a graduate of Pennsylvania and another in his sophomore year there.

Dr. Graves is fifty-one years of age, and at the height of his powers. His editorship insures the continued leadership of the Educational Review.

The editor knew Dr. Graves when he was president of the University of Washington. He is a genial personality and has accomplished a great permanent educational work. His editorship of the Educational Review will give him a large opportunity for good.

JUNIOR RED CROSS LOCAL SERVICE PROGRAM

To Pacific Division Educators:

The suggestion for a Junior Red Cross Peace Program in community problems affecting children, as outlined in the Pacific Division Junior Red Cross Peace Program Bulletin, November 15, 1919, have been extensively developed throughout California, Arizona and Nevada.

This program provides civic training through service to the child community. In addition to service for the betterment of children, it provides for education in social service. The active participation of the child himself, either in raising the necessary funds for financing the projects or in the actual carrying out of the service, has made this work of value, we are told, to the school and the community.

An extensive report on the program actually developed has been prepared by the Pacific Division Junior Red Cross and will be ready for distribution shortly.

The extent to which this program of activities in providing civic training through service to the Child Community is developed, depends upon the social consciousness of the teachers in the community. The community problems of child betterment, as outlined in the Pacific Division Peace Program of 1919-1920, are still the projects for us to develop in 1920-1921. The American Red Cross, through the Junior Red Cross, invites the educators and teachers to make use of the machinery of the Junior Red Cross, in assisting to re-establish, as an American characteristic, the ideal of service. The new social order brings to humanity colossal responsibilities, which will eventually be assumed by those young citizens who are now in our secondary and elementary schools. In our educational program we are all working with a common purpose—to develop efficiency, responsibility, universal service and solidarity in our American civilization.

Through a knowledge of the whole-hearted support granted to the Junior Red Cross by the public, private and parochial schools of California, Arizona and Nevada, during the period of the war, we are convinced that the Red Cross efforts in this crisis of peace will be immeasurably furthered by the enthusiastic co-operation of the progressive Western educators.

With the hearty appreciation of the great services rendered by school men and women in California, Arizona and Nevada in directing the activities of their Junior Red Cross members in the Junior Red Cross program, and the earnest desire for the continued co-operation and friendships thus established.

Fraternally yours,

MRS. H. A. KLUEGEL,

Director, Pacific Division Junior Red Cross.

Harding, the Republican candidate for President, Samuel M. Shortridge, the candidate for the United States Senate, were both school teachers. Teaching may not always have big records in salary but it certainly puts the jazz of ambition in many teachers, and in the case of Harding and Shortridge, they stand a four-to-one chance of realizing their ambitions.

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NATIONAL INTELLIGENCE TESTS

Prepared under the auspices of the National Research Council, by M. E. Haggerty, L. M. Terman, E. L. Thorndike, G. M. Whipple, and R. M. Yerkes, chairman. Scale A: Form 1; Scale B: Form 1 (with scoring keys, in packages for 25 pupils), $1.60 net. Manual of Directions, 40 cents net. Specimen set, 50 cents postpaid. Yonkers-on-Hudson, New York: World Book Company.

There are the army mental tests adapted for use in schools and the most important group psychological tests probably ever made for school use.

The National intelligence tests are designed to test the general intelligence of children between the ages of seven and eighteen years (Grades 3 to 8).

Their use in schools will enable a teacher

1. To classify pupils for instruction on the basis of intelligence;
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3. To select unusual children for special observation;
4. To make tentative beginnings in the guidance of children among labor, trades, and professions.

Their utility is not confined to schools alone. They are adapted for determining the mental status of any English speaking person not above the mental age of the average adult.

Their reliability closely approximates that of the Binet and other individual tests. Scoring has been made unusually simple.

The short scales have been prepared so that the time for examination does not exceed thirty minutes.

Either scale may be used alone to advantage in rapid surveys of schools and industries. The use of both scales offers a check and increases the reliability.

The National Research Council will use the royalty due them on the sale of these tests to further extend the usefulness of the tests and provide a service of information to the test users.

NEW ISSUE "PRANG BULLETIN"

Teachers of industrial art and hand-work will be interested in the new and beautifully illustrated number of the "Prang Bulletin" which has just been issued for free distribution. It contains illustrated articles on the following subjects:

"Permodello" Modeling.
"What to do with Enamelac."
"Batik, and How to Make It."
"How to Use Bateeko Dyes."
"Weaving With Pine Needles."
"How to Make Paper Posters."
"Making Busy Work Educational."
"Importance of Good Lettering."
"Simple, Yet Scientific Color Theory."

These articles give detailed directions for using the new art products, such as "Enamelac," Permodello," "Long-Leaf Pine Needles," etc., and teachers will find this issue of the "Prang Bulletin" one that will want to keep for reference use. Copies of it can be had free by teachers by addressing The Prang Company at either their Chicago or New York offices.

NEW BOOK
By Professor Lemos

Art teachers and art students will both be interested in the beautiful new and revised edition of "Art Simplified," by Professor Pedro J. Lemos of Leland Stanford University, just published by The Prang Company of Chicago. The book covers the whole field of commercial art, and is probably one of the best text books of self-instruction on this subject. Art teachers who wish to learn the "tricks of the trade" in commercial art and make their school work more practical, will find the volume of very great assistance. It is profusely illustrated with twenty full-page plates and a beautiful hand-colored chart, and lists at $4 per copy.

JAMES HENRY BREASTED, CONVOCATION ORATOR

The convocation orator at the University of Chicago was James Henry Breasted, Ph. D., LL.D., who has just returned from a year's work as director of the Oriental Institute of the University of Chicago in conducing a highly successful archaeological survey of the Near East. The subject of his address was "The Voice of the Past."

Dr. Breasted, who is chairman of the Department of Oriental Languages and Literatures at the University, was the director of the Egyptian Expedition of the University of Chicago in 1905-7 and has written many books on Egypt, including Ancient Records of Egypt, in five volumes, and A History of Egypt, which has gone into German, Russian, French and English editions.

Professor Breasted, who has been president of the American Oriental Society, recently gave the commencement address at the Syrian Protestant College at Beirut.

Beacon News Column

QUESTIONS ON PHONETICS

(The purpose of these questions is not to test either pupils or teachers, but to call attention to those facts in Phonetics that are of value in teaching normal children in the grades. On request, a copy of the answers will be sent free by Ginn & Company, 20 Second Street, San Francisco.)

1. What is meant by **Phonics** or **Phonetics?**
2. What is a **phonogram?** Give examples.
3. What is a **phonetic** word? Give examples, and explain why each word is phonetic.
4. What is an **unphonetic** word? An **analogical** word? Give examples.
5. What proportion of the words and syllables in English is phonetic?
6. How many **elementary sounds** are there in English?
7. What is the difference between a **consonant** and a **vowel?**
8. How many **consonant sounds** are there in English? How many **vowel sounds?**
9. What are the **consonant sounds** in English and the **phonograms** that represent them?
10. What are the **vowel sounds** in English?
11. What is meant by the **modified vowel sounds?**
12. What is meant by teaching sounds by **imitation?** by **position?**
13. What is a **voiced consonant?** Give examples.
14. What is a **voiceless** or **breath consonant?** Give examples.
15. What is a **stopped consonant?** a **continuant?** Illustrate.
16. What is a **nasal consonant?** How many in English? Illustrate.
17. What is the difference between a **diphthong** and a **vowel digraph?**
18. What are the diphthongs in English?
19. What is a **long vowel digraph?** Give examples. What other vowel digraphs are there?
20. What is a **consonant digraph?** a **trigraph?** Give examples of each.
21. What is meant by the **blend?**
22. What is the difference between **spoken** and **written syllables?** Illustrate.
23. Why does a vowel naturally blend with a consonant that precedes rather than with a consonant that follows?
24. What sounds of the vowels are most common?
25. What is an **open syllable?** a **closed syllable?** Illustrate.
26. What is the sound of a vowel in an **open, accented syllable?**
27. What is the difference in the sound of the first **o** in **motion** and in **annotation?** Explain.
28. What is the usual effect of silent final **e** on the preceding vowel?
29. Why is the first vowel long in **note, coat,** and similar words?
30. Is the sound of **r** before a vowel the same as the sound of **r** after a vowel in the same syllable? Illustrate.
31. What are the usual sounds of **c** and **g** before **e, i,** and **y?** Illustrate.
32. What vowel digraphs have the same sound as **a** before **ll?** Compare this sound with the sound of **o** in **for.**
33. What is the usual sound of **u** after **r, j,** or **l** preceded by a consonant, in such words as **rule, June,** and **blue?**
34. What is the usual sound of **a** after **w, wh, orqu?** Give examples.
35. What is the usual sound of **o** after **w?**
36. How does a knowledge of Phonetics help in **word recognition?**
37. What is the value of Phonetics in **pronunciation?**
38. What is the relation of Phonetics to **spelling?**
39. What is meant by **articulation** and **enunciation?**
40. What is the value of Phonetics in teaching English to non-English speaking children or adults?

School bonds totaling $9,500,000 carried at a special election held in Los Angeles June 8. The Board of Education plans to spend $6,000,000 for new elementary schools and $3,500,000 for high school buildings to overcome existing crowded conditions.

The money must all be expended for buildings, sites, equipment and other such additions to the school department's physical property.

The money was needed to relieve intolerable overcrowding, to do away with many unsafe buildings, to avert the necessity of half-day sessions and waiting lists, improve sanitation and for similar purposes.

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A strong pull—a steady pull—team work on the part of county superintendents and county librarians will lead to a proper readjustment of salaries under the county government act, so as to pay reasonable salaries to the most efficient workers in our educational system.

Radical changes in the administration of our schools is proposed by members of the legislative committee and Hon. Will C. Wood. The changes suggested include a Commissioner of Education and the following fourteen specific departments: Business, buildings, teachers' supplies, penal and reformatories, publicity and information, special education and rehabilitation, vocational, secondary, elementary, libraries and museums, elgal, health and physical education, research and statistics, private school nspectiion.

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For each year—fourth, fifth and sixth grades—there are twenty Projects and around these are interestingly woven the fundamental instruction in language and grammar and various original exercises on thought-getting and observation, organization of ideas and outlining, conversation and formal talks, study of models, correct usage, writing of letters and paragraph themes, exercises in criticism, technical matter, copying and dictation, dramatization, oral work, dictionary work, games and drills for word study, and handwork. The socialized recitation is an important feature of this book.

The spirit of Americanism pervades the entire book. Each year's work begins with the pupil's salute to the American Flag and his pledge to use good English. At intervals are such projects as Choosing a National Emblem, Presenting a National Pageant, Arranging a Flag Day Program, Writing a Story About America, and Choosing a National Hero. From the first to the last lesson in the new Bolenius, an attempt has been made to implant in the youthful heart an undying spirit of patriotism.

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WOOD SCORES U. C. REGENTS

Oakland, Cal., September 16.—The appropriations of the University of California regents for support of the University College of Education was made the subject of an attack by Will C. Wood, State Superintendent of Public Instruction, in an address before the conference of teacher training agencies here today.

Wood charged that while the number of graduates of the College of Education is larger than of all other professional schools together, it has a smaller appropriation than any of them, and that the appropriation is only slightly greater than the amount budgeted by the State for its smallest normal school.

Wood urged that "public school authorities no longer sit on the doorstep of the people's university and ask consideration for the people's children."

He proposed that the public schools sever their connection with the university and through the Legislature seek to establish a teacher training college for high school teachers in one of the larger State normal schools. He also proposed a special State fund for the university College of Education to be provided by the State Legislature and administered by the State Board of Education.—Sacramento Union.

E. H. Barker, author of Barker's Trigonometry and Applied Mathematics, visited Grass Valley, where he formerly held forth as principal. The local paper, the "Union," gave him a column notice, speaking of his new book and his expression of delight at the fine condition of the Grass Valley high school.

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BOOK REVIEWS

A Modern French Grammar for Secondary Schools and Colleges, by Philippe de la Rochelle, romance department, Columbia University—a comprehensive and practical text for the use of classes in colleges and in higher grade schools. The attention given to grammatical nomenclature, drill in oral and reading exercises, topics of composition, etc., will make unusually clear to the student the nature of the French language. and the relations borne by it to the English language. Price, $1.35; G. P. Putnam's Sons, New York, London.

Farm Crops Laboratory Manual and Note Book, G. F. W. Lathrop, has just been published by J. B. Lippincott Company. This is an unusually fine book for the purpose. The Lippincott people are the leaders of texts on farm books for colleges and high schools and reference libraries. This manual only needs to be examined by a progressive teacher to be adopted for class use. Write for copy for examination to J. B. Lippincott Co., Philadelphia, Pa.

English Poetry, Its Principles and Progress, with representative masterpieces from 1390 to date, by Charles Mills Gayley, C. C. Young and Professor Kurtz; 1920 copyright; new edition, revised and enlarged, 728 pages; MacMillan Co., 609 Mission street, San Francisco, and New York, publishers. This is a great book. It is edited with rare skill and judgment and a pupil who secures aknowledge of its contents, like the Prisoner of Chillon, will have the freedom of a chainless mind and a vision of the beauty and felicity of the English language that will be a tower of strength.

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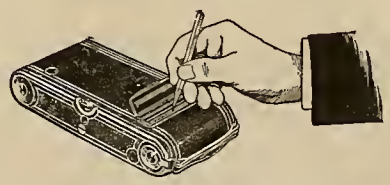

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THE LIBRARIAN AS A TEACHER*

By John H. Finley, LL. D.
Commissioner of Education, Albany, N. Y.

With this demand of the human mind, inquiring, progressing, unsatisfied, there has come to be the need of those (library scientists) who can put it in the way of making its communication with what has been thought and done on any road along which other minds have traveled,—to connect every eager mind with the cosmos, and to stimulate those that are not eager to find this communion.

A few mornings ago, at breakfast, there sat opposite me at table an astronomer who was coming from his night's work as I was going to my day's work, and we at once began to talk "shop," his "shop,' i. e. about the stars which were in his shop's ceiling. He informed me in the course of the conversation that there are now known to be world's whirling in space 375 quadrillians of miles away. In rising from the table I found that I had been sitting back to back to Herbert Putnam, librarian of Congress, who asked me as I passed: "Do you generally begin the day with such cosmic conversation?" With the assistance of a skilled librarian one might begin every day with cosmic conversation, and find one's world made new! You are the representative of the cosmos, in a very proper sense; so much of the cosmos, at any rate, as is articulate, and to such part of humanity within your reach as is spiritually literate.

And a library is in its functioning primarily an educational institution, a place not simply of storage, of preservation, but of teaching.

And more and more essential to the life of our people is a library, not only because of its practical ministry in giving information essential to progress in production, essential to efficiency in the crafts (the mysteries as they were once called), but also because of its ennobling and enriching contribution to the increasing leisure of millions, which must increasingly be an end of education.

For the librarian, such as you have been trained to be, is primarily a teacher, the successor of the old type of professor whose "chair" was a "bench"—(as my professor of chemistry, who was also a librarian). It is proper and gratifying that the state librarian is a Doctor of Teaching. Certainly he deserves to be ranked high among the great teachers of this State, and especially as a teacher of teachers, in this school, the best of its kind in the world, as I suppose, the members of whose faculty are our only university professors, and you—gathered from many States of the Union and many countries of the world—our only university students within the physical walls and halls of this "otherwise mystical university."

You go forth as teachers to teach:—

1st. By influencing the character of the reading of the people.

2nd. By guiding to a considerable extent the free study of the adult.

3rd. By erecting, organizing and administering halls and places of study.

4th. By organizing public discussions and public lectures.

5th. By making books living things, because of your breathing upon them.

I look forward to the day when we shall have a system of adult education in the State which will reach every man and woman as we are now reaching every child. And the librarian will be as important a factor in that place as the formal teacher or the lecturer, perhaps the most important and inspiring factor.

I once long ago wrote some lines to a bookworm:

O gentle one, most wise, though oft denounced a pest,
Who didst the pages of the ancients' books infest,
Their contents chew upon and inwardly digest,
I envy thee when o'er thy course I look.

For 'twixt the vellum walls of some sweet classic tome
'Mid leaves ink-scented, thou didst have thy cloistered home,
All margined round with virgin fields in which to roam
Whene'er thou caredst to leave thy lettered nook.

And when thou'dst riddled thy last line, O Ptinidus,
What happy destiny was thin, denied to us,
To lay thy sapient bones in such sarcophagus
And be forever buried in a book.

But that was before I came to know the trained librarian. I envy not the bookworm's lot or fate, but rather that of the book-prophet who keeps the cosmic winds breathing life through every shelf.

I salute you as leaders in this occupation which has been exalted into a profession, as cosmic conversationalists, as teachers of men and women as well as of children, as bachelors of library science, and on behalf of the university I admit you to the degrees which you have so worthily earned.

*Portion of an address delivered before the graduating class of the New York State Library School, Albany, N. Y., June 11, 1920.

Thomas E. Thompson, formerly superintendent of schools in Monrovia, California, and author of the well known Minimum Essentials in Arithmetic, Language and Grammar, Geography, etc., has been appointed director of research work and mental tests in the San Francisco State Normal School.

Anna Bell Bailey, the efficient librarian of San Mateo county, has resigned. Miss Bailey has always been one of the leading spirits in library work and at librarians' conventions. A recent issue of this Journal contained an error in stating that the Board of Supervisors had increased her salary. Under the library law the Legislature is the only governing board with power to increase salaries of librarians. The item should have stated that the Board of Supervisors increased the salary of Miss Bailey's assistant.

$200 SALARY OFFERED

Hood, September 11.—The trustees of the Jefferson district, across the Sacramento river from here, are advertising an offer to pay a salary of $200 a month for a school teacher. The salary paid the teacher in the district last year was $100 a month—San Francisco Chronicle.

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Vol. XXVI. No. 10 SAN FRANCISCO, OCTOBER, 1920 Price, 15 cts.

MEETINGS

Bay Section the California Teachers, Association; W. T. Helms, Richmond, Cal., President; W. L. Glascock, Secretary, Oakland, October 18-24.

Northern California Teachers' Association, Ella McCleary, President, Sacramento, Cal.; Mrs. Minnie O'Neil, Secretary.

Central California Teachers' Association, Jerome O. Cross, Fresno, Cal., President.

Southern California Teachers' Association, Carleton Wheeler, President, Los Angeles; Dr. A. E. Wilson, Secretary, Los Angeles.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs. Mrs. M. R. O'Neil, Sacramento, Cal., President; Mrs. I. M. C. Smith, Sacramento, Cal., Secretary.

Central Coast Section the California Teachers' Association; R. L. Bird, San Luis Obispo, President; G. A. Bond, Santa Cruz, Secretary. Meeting October 18-20, Santa Cruz.

California Education Officers, Sacramento, Cal., Hon. Will C. Wood, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Albert C. Olney, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Stanley B. Wilson, Mrs. Agnes Ray, George W. Stone, Mr. Lester J. Hinsdale, Sacramento; Elizabeth R. Phillips, Porterville.

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ITEMS OF PUBLIC INTEREST FROM PROCEEDINGS OF THE STATE BOARD OF EDUCATION, SEPTEMBER 16-23, 1920

The State Board of Education met in regular quarterly session in Oakland, meeting with the State Teacher-Training Conference the early part of the session.

President Phelps of the Santa Barbara State Normal School presented to the board the problem of establishing courses for the corrective work of the State. He believes that the training of teachers for this class should be limited to one or two institutions, so that they will have large enough group to carry it along, and that the conditions of certification to cover this type of work should be laid down by the State Board of Education. The matter was left in Mr. Phelps' hands to work out a definite plan.

The board voted in favor of an adequate annual registration of minors.

The board voted to eliminate the words "in order to correct individual postural or organic defects" in paragraph D, "The teacher inspector is authorized," page 6, in Bulletin 10 H D, when a new edition is printed.

A committee from the Bay Section of the California Association of Applied Arts and Sciences asked the board's approval of a plan to place in the schools of the State as supplementary material a pamphlet on lettering to be compiled by the association, the pamphlet to be printed by the board. The committee was instructed to submit their material to the Cabinet for consideration and report at the next meeting.

The suggestion that in making up the legislative program it would be desirable to make the term of school trustees four years instead of two and have their terms of office expire in alternate years, was approved by the board.

The commissioner of vocational education was authorized to call an art conference in the southern part of the State at such date as he may decide.

The commissioner of elementary schools was authorized to call a conference in music early in February, 1921.

Mrs. May L. Cheney tendered her resignation as assistant secretary in charge of credentials, which was accepted.

A committee of high school principals from the city of Oakland appeared before the board and submitted the following for the board's consideration and approval:

"For graduation from a California high school, addition of a sixth major group, consisting of commercial, industrial, home economics, music, art, or any other course to be later approved by the State Board of Education."

The matter was referred to the Cabinet with instructions to report at the December meeting.

Retirement Salary Business

Retirement salaries were granted as follows:

Five Hundred Dollars per Annum: Mrs. Margaret Hale Chappell, Santa Clara; Mrs. Ida A. Coady, Mill Valley; FrankJ. George, Santa Barbara; Jewett C. Gilson, Oakland; Emory Evans Grinnell, Oakland; C. Marie Halvorsen, Los Angeles; Josephine Lemon, Oakland; Ada Martin, San Francisco; Mrs. Margaret W. A. Mathews, Riverside; William C. Roberts, Santa Ana; Stephen B. Wilson, Richmond; and Charlotte Elmore Wood, Danville.

Under Section 14 of the Law: Mrs. Mary T. Bonham, Bakersfield; Mrs. Isabel M. Campbell, Laguna Beach; Mary H. Lynch, Oleta; Anna May McArthur, San Francisco; Anna Selene Meniham, Cloverdale; Ada M. Savage, Los Angeles; and Kate Sophy Schiller, Kelso.

The board adjourned to meet in Sacramento, December 6, 1920.

Respectfully submitted,
WILL C. WOOD,
Executive Secretary.

SUPREMACY OF HUMAN GENIUS

"Have you the real lesson of history? If you haven't, here it is: 'The Supremacy of Human Genius. Civilization is the aggregated achievement of the great men of the ages. National history is but the record of the enthusiasm and devotion of a country's leaders. Every river that bears upon its bosom the conveyances of traffic and commerce must be traced to a spring on the mountainside, and every great institution seems to flow down out of the soul of men.

"True statesmanship cannot be bought. It is not a matter of dollars and cents.

"In July of this year I was invited by the California dairy council to speak on the relation of the dairy industry of California to the California State Board of Education. This was my text:

"You boast of your breed of cattle,
"And plan for a higher strain;
"You double the feed of your pasture,
"And heap up the measure of grain.
"You call on the wit of the nation,
"To better the barn and the pen,
"But what are you doing my brothers,
"To better the breed of men?

"I am not the least bit pessimistic respecting education in California. I am utterly and incurably optimistic.

"I believe that no grander galaxy of statesmen, political or educational, is to be encountered anywhere than we have in control of the schools of California. They are the kind of statesmen whose statesmenship is not influenced by the almighty dollar or almighty personal ambition. They are the kind of patriots whose patriotism is not the produce of some extraordinary national emergency but as inherent and incessant as their respirations and heart beats."

From address of Stanley B. Wilson at Riverside October 6, 1920.

Mark Keppel has been making a strenuous campaign for Amendment No. 16. He has been speaking at various institutes around the bay and other sections of Northern California. He has also had time to give an occasional address on "Geography," "The Big Stick" and other topics of vital interest to the teacher, and enjoyable because his criticism and constructive work are embroidered occasionally with delicious humor.

JOTTINGS OF A TRAVELING BOOKMAN

By W. W. Culp

Miss Hattie M. Mann has resigned as librarian of the Stockton library and the San Joaquin County free library. She has decided to take a year's rest before taking up any further work. Miss Mann is one of the best known librarians in the State and has made a name for herself in her efficient administration of the Stockton library.

Ansel S. Williams, superintendent of Stockton schools, finds that even after getting the limit on county and city tax rates that there will be a deficit for the maintenance of the school system.

Lodi high school, under William Inch, principal, has enrolled over 350 pupils this year.

E. E. Hough, principal of the Ripon grammar school, is to have a very much larger school this term. The old building is having large additions added and several more teachers have been secured for the faculty.

Rolla J. Custer, district superintendent of Lodi, has a real job in caring for the increased school attendance in the grammar schools.

J. M. Luck, principal of the Manteca grammar school, is a big fellow and the people of the community are very fortunate to have so much Luck in the running of their schools.

Manteca is to have a new high school. Walter G. Martin, last year principal at Denair, has been chosen as the new principal and is on the ground seeing to the construction of a new plant. A fifteen-acre plot has already been secured for the campus.

Modesto, the fastest growing town in the upper San Joaquin, is developing an excellent school system under Superintendent W. E. Faught. Additions costing some $170,000 have been added to the high school plant, making the sum of $400,000 spent on the new buildings within the last two years.

The new biological laboratories in Carl L. Anderson's department are as fine as anything in the State. Mr. Anderson is doing some wonderful work in botany and zoology and his students have turned out a series of exceptional plates.

Ward P. Dean, principal of the Departmental school, Modesto, is having improvements totaling about $150,000 added to the old high school building in which his school is located. When finished his school will be one of the finest departmental schools in the valley.

Miss Marian Boehm, teacher of geography, Departmental school, Modesto, is a teacher alive to the latest methods of instruction of her subject.

Miss Della B. Heisser, principal of the Turlock grammar schools, has over a thousand pupils enrolled this year.

Ennis R. Utter, head of physics and chemistry, Modesto high school, has charge of exceptionally large classes.

John Anderson, superintendent of San Joaquin county schools, has little sympathy for the Teachers' Union movement.

Miss Winifred H. Bigley, Merced county librarian, is advocating a change in the State law in regard to school funds available for library and supplemental books. She believes that the present amount is inadequate and should be increased.

Madera high school, under principal Robert J. Teall, has shown a normal increase this year and has reported over two hundred and fifty students.

Craig Cunningham, superintendent of Madera county schools, believes in getting teachers for his schools. He spent several days in San Francisco and secured twelve.

Miss Mary E. Glock, county free public librarian of Madera county, has the task of supplying every high school in the county with books.

Jerome O. Cross, superintendent of Fresno schools, is getting things well started for this year's work. In the high school Delbert Runton, the principal, has made an excellent impression and is aided by two very capable vice-principals in Miss Florence E. Marvin and Walter R. Hepner. Miss Marvin was principal of the Calistoga high school last year and Mr. Hepner was vice-principal of a Long Beach evening high school.

A large amount of construction is going on in the Fresno school system. Several new grammar schools are going up besides the large new high school plant.

J. J. Duvall, principal of the Columbia school, Fresno, is rather interested in politics. He generally calls himself a good Democrat and sometimes votes the ticket. This year he registered Republican (like all good Democrats did) in order to defeat Johnson and elect Hoover. Progressiveism as exemplified by Johnson and Roosevelt is very bitter to his tongue. At present he hates to vote the Democrat ticket because there is a Roosevelt name on it. We would probably wager, if of the betting disposition, that, like all good California Democrats, Mr. Duvall will vote the Republican ticket.

One likes to meet a man such as W. L. Potts, principal of the Edison Intermediate school, Fresno. He is bubbling over with good humor and interest in his work.

J. J. Berry, supervising principal of the Oakdale grammar schools, is over one of the largest union grammar school districts in the State. Some four large trucks bring the children from the surrounding districts. Mr. Perry has organized a very effective school system.

J. W. Bixby, supervising principal of Patterson grammar schools, is a member of the Stanislaus county board of education. Trucks with trailers bring in the children to school. It is quite a sight to see a train of three such loads disembarking.

The high school and junior college at Turlock under Principal J. Perry Ratzell is becoming quite an institution. Owing to numbers a division of the school has been made. In a new building in the east of town are housed the two upper high school classes and the junior college. The ninth and tenth grades remain in the old high school buildings. This arrangement is likely to cause an increasingly large number of students to go through the junior college before going away to the universities.

M. K. Martin is dean of the Turlock junior college and to him is due much credit for the grasp that it is securing on the community.

Lewis Johnson is principal of the Newman grammar school, where he is doing excellent work in a growing school.

A. D. Schneider, principal of the Hughson grammar school, is very much interested in the presentation of arithmetic. He is working on two books of problems for the fourth and fifth grades.

Frank F. Otto, principal of the Hughson high school, is expecting in the near future to move his school into the fine new high school building that is now under construction.

Miss Bessie B. Silverthorn, librarian of the Stanislaus County free library, Modesto, has been having an enjoyable time this fall visiting the various branches in her county.

J. A. Cocannouer is principal of the Chowchilla high school this year. Mr. Cocannouer has taught in the East and in the University of Manila. He is getting the school started in excellent shape.

Miss Winifred Ware is principal of the Chowchilla grammar school. Miss Ware has an exceptionally fast-growing school to administer to.

C. L. Geer, supervising principal of the Coalinga schools, has started off on another successful year. Mr. Geer at present is much interested in good roads and is actively engaged in seeing that roads over which school trucks run are improved. Mr. Geer has two most able assistants in Miss Mildred Peckham, vice-principal of the intermediate school, and Mrs. Pearl W. Driscoll, vice-principal of the high school.

T. O. Renfrow, principal of the Kingsburg high school, has thoroughly reorganized his school and is looking forward to an excellent year of work.

R. A. Catlin, principal of the Kingsburg grammar schools, has more children than can be accommodated. Pending construction of new buildings, churches and storerooms have been pressed into service.

F. P. Hogan, principal of the Fowler grammar school, almost presides over the starting of a league of nations. For a town the size of Fowler the number of different races runs very high. About the only race lacking is an Eskimo.

At Oil King has just been finished one of the finest grammar school buildings in the State. Myra E. Curtis, the principal, is in a community that can and does spend money on its schools.

George Edgecomb, supervising principal of the Reedley grammar schools, had to secure more teachers to take care of the increased attendance.

Charles Edgecomb, supervising principal of the Selma gramma schools, has over a thousand students enrolled this year.

W. A. Otto, principal of the Fowler high school, has such a crowded school that he is looking forward to a new school building for which bonds have already carried.

T. C. Allen, principal of the Lemoore grammar school, has an enrollment of over five hundred. Children come in from the surrounding districts. Mr. Allen has built up a system that is functioning in the best manner possible.

J. F. Graham, principal of the Lemoore Union high school, is president of the Kings County Board of Education.

W. N. Davis, supervising principal of Dinuba grammar schools, has been able to house his pupils due to the finishing of six new rooms.

F. M. Powell has succeeded J. A. Hensley as principal of the Dinuba high school. Mr. Powell lays much emphasis on military training. Last year the Dinuba Cadets ranked among the first in the State.

O. S. Hubbard, district superintendent of the Lindsay schools, lays much emphasis on intelligence tests and finds it of much aid in the grading of students.

Charles E. Bigham, district superintendent of Porterville schools, has secured an excellent corps of teachers for this season's work.

J. B. Weed, district superintendent of Tulare, has put over a fine building program this last year and this term sees many of the pupils well housed.

Charles E. Teach, superintendent of Bakersfield schools, is a busy man these days. The attendance over last year has increased almost a thousand.

A. J. Ludden, principal of the Bakersfield high school, is almost a traffic manager. The high school district only runs fifteen large trucks. Students are brought in from a distance as far as twenty-five miles.

Mrs. June Schley, principal of the Emerson school, Bakersfield, has charge of the largest school in the city.

Lawrence E. Chenoweth, Kern county, superintendent of schools, is very much alive these days seeing that all of his schools get properly started.

WESTERN SCHOOL NEWS

Dr. W. C. Bagley of Columbia University Teachers' College, joint author with Prof. Beard of the U. S. History adopted by the State Board of Education, and author of School Class Management, proved to be one of the interesting and stimulating speakers ever brought to California by the C. T. A. He spoke at Santa Cruz, San Francisco, Oakland, and other places. Prof. Bagley is a regular contributor to "School and Home" of Bloomington, Illinois.

Sam Cohen, statistician of the State Department of Education, has become one of the most interesting speakers on institute programs. He has a real message.

Dr. George W. Stone, a member of the State Board of Education, was married recently at Santa Cruz, California.

The teachers of California have contributed liberally to the fund to promote Amendment 16. With upwards of 20,000 teachers in California it does not require more than a dollar each to create a considerable fund. It proves the value of team work.

A. J. Cloud, deputy superintendent of San Francisco, has been called to quite a few institutes as an instructor. Mr. Cloud has an unusually rich background from which to draw useful lessons for teachers and administrators. His services as a high school teacher and his keen qualities of mind in interpreting his experiences as an administrator make his talks of unusual value.

There is a great demand for librarians at this time. To teachers, students and others who love the "feel" of a book, and who are adapted by the gifts of nature for library service, should take technical training for positions. The Riverside Library Service School will give a course of eight to ten weeks, beginning January 4, 1920. Mr. Daniels, who has charge of the school, is a teacher of fine experience.

Some years ago Dr. Wm. A. McKeever of Kansas University conceived of the idea of offering a prize of $1000 to the best city in Kansas in which to rear a family. After more than eighty cities had competed for a year or more for the honor, the first place went to Winfield, a community of about 6000 people. Now, Shawnee, Oklahoma, becomes the leader for that State and is offering $2500 to the city which will score highest as a place for children by the date of November, 1921. A regular ten-point score sheet will become the basis of this campaign, which has already attracted wide attention. Many State and National speakers and welfare workers will participate in this unique affair. Dr. McKeever is juvenile director for the National Presbyterian Temperance Board. This is New Bulletin Service.

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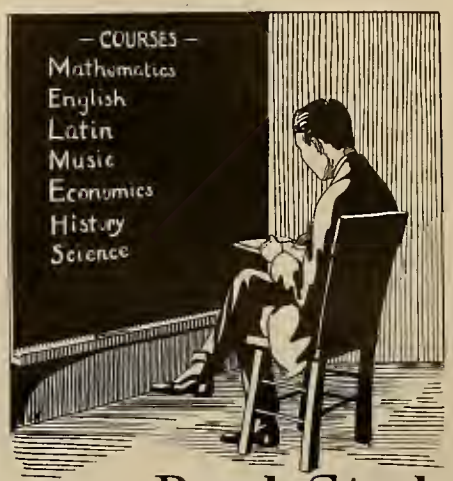

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WHAT HOME ECONOMICS IS DOING FOR WOMEN

By Miranda Ray Arms

The woman of today occupies a vastly different place in the world than that occupied by women a hundred and fifty or a hundred years ago. At the time of the Revolution and for many years afterward, most industries pertaining to the home were performed there. The fibers which were to be used for clothing were produced on the farm. After they were gathered and cleaned, they were then carded, spun and woven into cloth, cut out and made into clothes by the mother and her daughters. Soap and candle making received their share of attention. Butter was made in the kitchen or dairy house.

The mother taught her daughters how to perform all these household duties. The girl also learned how to do the kind neighborly things which were so important in those pioneer days, when neighbors depended upon each other in cases of sickness and trouble. Some of the girls were able to attend the Dames School, where they learned reading ,writing and arithmetic. Some were taught music and embroidery; but this was as far as a girl needed to go; and, indeed, it seemed sufficient, for it fitted her to fill the place which she was to fill in the world.

But the last century has been a time of great changes and of great advancement, and these changes have been exceedingly important to women. There were many inventions, the factory system was established, industries were taken from the home. Women no longer made their own soap; kerosene, gas and electric light took the place of the home-made candle; butter was made in the creamery under inspection. Sheep and cotton were raised on large ranches and plantations, then were taken to the factory. Many people never saw the fibers until they reached them in the dress they wore. Women had more leisure, schools were opened to them, co-education was established, and they were placed in an entirely new regime.

The American people are an essentially restless people and our women could not stay at home and enjoy in leisure the education they had been allowed to get with their brothers. They must use it. Her own demands, her efficiency and preparation as well as economic conditions, caused one industry after another to open its doors to her. With equal suffrage women entered political life. Now it is hard to find any occupation or profession women may not follow if they so desire.

The club has also claimed her time and thought. Women working together have accomplished much for civic, political and social betterment.

All of this took her away from the home. Girls no longer learned from their mothers how to cook and sew and manage the house. As women became more self-reliant and capable they became less domestic. Men and women alike realized the danger in this. The home is the foundation of our nation. The greatest need of the times, as of any time, is better homes. Many of our national problems would be solved if our homes were what they should be.

In spite of the new conditions men and women marry and children are born.

The good of the nation demands the best homes for our children. So, though women may fill any position, political, executive or administrative, she is still essentially the home maker.

Years ago her one and only occupation was that of housekeeper. Now she has many professions, but none of them so important as that of home making. We find, however, that there came a time when she knew less of this than of other things.

There is by nature something domestic in most women, so she more than anyone else deplored her ignorance.

The school was quick to see the need and try to offer the necessary training. The teaching of hand sewing and embroidery in school is not entirely new. Boston seems to have taken the lead in this. As early as 1798 needle work was given in the public of that city. In 1821 the Boston school committee permitted the instruction of sewing in primary schools and in 1835 into the second and third grammar grades. This was promulgated by philanthropic people who wished to help the poorer class of girls who did not receive instruction at home. Although Boston led in this, by 1876 other places were introducing both cooking and sewing. In 1880 Maria Parlou organized at Boston a cooking school, the first classes to train teachers in home economics. Previous to this, what little instruction was given was simply given by some one who could cook or sew, but was not especially trained to teach the subjects. In 1887 a similar course was started at Pratt Institute and in 1891 Drexel Institute, Philadelphia. Kansas State Agricultural College was the first agricultural college to introduce it in 1891. It was not until the last two decades that home economics assumed any importance in the school curriculum. In fact, it is such a new-comer that there are still found a few who do not realize its educational value.

What is education? The idea that it simply meant acquiring knowledge and discipline is being replaced by more practical ideas. We realize that the educated person must be informed and the things he learns help to form his mind and character, but there is vastly more to it than that.

Professor James says: "Knowledge is of two kinds—knowledge of things and knowledge about things. It is possible for us to know too much about things and not enough of things. Knowledge of things is knowledge which we may use, knowledge which helps us to do." Professor Moore says: "As a man is a being of action it is demanded that his education shall be a preparation for action. As our highest use of knowledge is for guidance, it is insisted that our collegiate establishments shall give a leading place to those subjects of study which will afford a better preparation for the duties and work of the age in which we live." He also tells us "Education concerns itself not with things, but with our experience of things." And he says "Education is the process by which each individual out of his own awareness builds his world."

Education, if it be potent, must give men and women experience which they can work over, reflect upon, and make their own until they are better fitted for their place in society. We must be able to live the things we learn.

Education, then, is that knowledge or training, the acquisition of those experiences which help men and women to fill their place in the world most effectively. As women entered the business world they received the special training necessary; still it is in the home that woman finds her largest field of action. No matter what a woman does, no matter how successful she may be in her chosen line of work, there is something in her which draws her to the home. Most women need to express themselves in their surroundings. It may be only the boarding house bed room, but she must find self-expression somewhere. In a certain way the home-loving instinct is an elemental instinct with most women. Then even though for a time they are engaged in gainful pursuits there comes a time for most when they do have their own home. As we showed earlier there was a period when women were not trained as they used to be, they were adrift as it were, and made numerous mistakes.

Of course there were always some who lived up to the old traditions, but many spent money unwisely and they knew nothing of managing a home and could neither cook nor sew. Many of our women work in factories. This work is enervating. They repeat the same motion over and over. There is no need of thought. These women need a change. They need an opportunity to do something they like and which will require their thought.

When the need for home training was felt the idea which had been growing slowly sprung into life. Normal schools and colleges trained teachers. Elementary school, high schools and colleges offered good courses in household arts and domestic science.

Home economics is vastly more than cooking and sewing. It does teach these subjects, in fact, much of the work is centered around them, but the teacher tries to teach far more than how to cook a special dish or sew a certain seam. It is well that a girl is able to make a good custard but there are certain very important points about the custard and its constituents which she should know. Some of the points which present themselves are: To what class of food stuffs do milk and eggs belong? How should proteins be cooked? Why? Other proteins and how they are cooked, market conditions which regulate the price of eggs and milk, their care in the home, the production of milk on the farm, use of milk and eggs as food for children and invalids, and how they can be served.

The days when the wife cooked the game her husband brought in or meat raised on her place, added to it potatoes and vegetables of their own production and perhaps corn bread of home grown corn, are passed. Now the woman goes to market and is confused by the multitude of things from which she may choose. So unless she has something to guide her, unless she knows what her family need and how they can get it, she will make many foolish mistakes, from which her family must suffer. Her grandmother cooked what she had and she knew how it had been produced; in fact, she had probably done a good deal toward producing it herself.

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Our modern housewife is still largely responsible for what her family eats, but she knows little of its production at first hand. It is her duty therefore to familiarize herself with this.

The girl should know not only how to make her underclothing or dresses, but, more important, she should know what to wear and how to wear it. What are the best colors for her. What good line in clothes means. What textiles wear best. What are poor and why.

We might go on almost indefinitely enumerating the things a woman should know about her home, its furnishing and care, her food and her clothing.

That the schools are trying to meet these needs is shown when we look at the courses of study of different schools. Take the course from Monrovia, California. The cooking is centered around certain classes of food, then such topics as the following form the center of the work:

Food Adulteration—
- Pure food laws.
- Chemical preservatives.
- Detection of simple common adulterations.

Household Cleaning—
- Cleaning appliances.
- Chemistry of cleaning.

Household Management—
- Plan of work.
- Labor saving devices.
- Division of income.
- Serving meals for stipulated sums.
- Marketing.

Kensington High School, Philadelphia, groups its cooking under three main heads:
1. Relation of food to health.
2. Selection and cost of food.
3. Preparation of food.

and sewing under five:
1. Clothing and its relation to health.
2. Selection of clothing.
3. Division of income and personal budget.
4. Textiles.
5. Making of shirt waist on separate skirt.

The aim of this course is stated as follows: "How can a high school girl learn from the study of home economics how to keep herself and her family well and happy, to carry intelligently her share of responsibility in promoting the welfare of the community and to live rightly within the limit of her income.

The seventh grade Speyer school, Teachers' College, New York, takes up problems like the followng: What must a girl of my age know of food and clothing and cleanliness in order to help my family to keep well, strong and happy? What food materials are necessary to keep my body strong and to help it to grow? How shall I cook these foods in order to get the best out of them?

What foods are most economical to buy in order to get the material I need?

How does the cost of home-made dishes compare with the same foods at the bakery, grocery store or delicatessen?

The course of study offered in Alameda high school a few years ago stated the aim of household arts as follows: The aim is to prepare students for their place in "contributing to the happiest, healthiest and most efficient home life," to endeavor for a higher esthetic and ethical standard.

For those who ask that education give discipline we should answer that there is discipline in the subjects as presented; also a training in artistic taste and in judgment. It is an admitted fact that the bright student does most acceptable work here as elsewhere and that the dull pupil is also slow in this work.

The schools do not furnish all the sources from which home economics may be learned. There are department stores which have recognized the need and are giving this instruction to help its employees. The Girl Scouts and Camp Fire Girls are doing this kind of work. Some churches and benevolent associations offer class instruction. Women's clubs are interesting themselves along these lines. The Y. W. C. A. is doing excellent work in teaching home making. The farmer's wife is not left out of all this, for there are short courses for her as well as extension courses. Of course, there are still found women who instruct their daughters in all the mysteries of the home. All the women's papers as well as many newspapers have excellent articles on home subjects.

They treat on dietetics, table service, menu making, house furnishing, harmony of dress, textiles, the budget and a long list of allied subjects. In addition to this most State Agricultural Schools issue bulletins and there are a large number of such bulletins published at Washington. They deal with such subjects as the care of milk in the home, the use of potatoes, cereal foods, care of meat, fish, etc.

This is certainly the day when women have come into their own. They are trained for and may engage in most any occupation, and still be housekeepers and homemakers. In fact, through the help of the instructions given housework is being reduced to a science.

There is much less drudgery about it. All sorts of labor saving devices have been invented. Women are finding that the home offers problems worthy of their best mental effort. It also offers a place where she may exercise her artistic taste. There is no limit to what she may do in the outside world, but that need not make her less domestic. If she will avail herself of the opportunities of home training offered all around her she may be very proficient in home making.

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AN EXPERIMENT IN THE USE OF THE EYES

Delivered before Visual Education Section, N. E. A., Cleveland, February, 1920

By Frank A. Gause
Superintendent at Bay City, Michigan

Gentlemen: I think it not necessary before an audience of this character to enter upon a discussion of the psychological or pedagogical advantages of affording children an opportunity to use their eyes.

Four years ago Bay City purchased a complete set of stereoscopic views and lantern slides, a lantern and a manual for each building in the city, sixteen in all, at a cost of approximately $7000. To use one's eyes he must be in the vicinity of something, and while most things worth while are not far remote from Bay City, there were a few things which our ten thousand children were not able to get to, and our problem of transporting those worth while things to a place within reach was solved when these sets were made available to our teachers and pupils.

Our geography teachers had observed that the tests given from my office always were high as long as the questions were confined to subjects the children had studied at first hand. That observation loses its triteness when I tell you that this showing was not because of the children's familiarity with things which environed them, for not one in fifty of the children of Bay City has ever been inside a sugar factory except when accompanied by a teacher. Yet invariably a test on local geography resulted in high marks. Why? Because local geography had been sensed. When our tests extended to the county outside Bay City, those who had autos and took a weekly constitutional to the country attained higher marks than those who were denied these advantages. But geography efficiency began to decline when we crossed the city limits. When we crossed the boundary lines of Michigan, efficiency was on the toboggan, and when we got to Europe real geography efficiency had reached the vanishing point.

Our system of testing in Bay City keeps the superintendent pretty well advised on what is up in the class rooms of the city. The tests are given from the office of the superintendent by an efficiency department, and the papers are all graded under the supervision of the head of this department. The testing scheme was inaugurated in September, 1915, a year before our visualizing equipment was installed. The obvious and striking shortcoming was geography, and through the year the low standing in this subject persisted. We discussed geography in principals' meetings; we revised the course in geography; we reviled geography; we prayed over geography; but geography just wouldn't go. At this point we decided to visualize, and the clay form of geography began to breathe the breath of life.

Our tests had not been difficult and they had been altogether practical. Yet the best the city could do on these tests the first year was an average of 57 per cent. Between my estimate of a teacher's work and the standard the teacher is actually attaining as revealed by accurate measurement, there is likely to be so much difference as to make opinion look very much like guess work. I knew that geography in the city schools was not up to the standard of other subjects, but I had not realized that 23 per cent of the children were failing in this subject.

Having discovered this weakness, we set about bringing into the school room as much of the outside world as possible in as visible a form as possible. Geography immediately took on a new life and new meaning. It became vital, concrete, tangible to the senses. The conventional reading matter furnished the child heretofore had been dry, abstract and without definite, clear-cut significance. It was without that sequence, that logical arrangement, that perspective, which are permanently registered when imaged on the brain through the medium of the eye. Reading, even with adults, usually has in it the element of faraawayness, the element of haziness, and words of certain significance to one person are likely to have for another different shades of meaning according to their experiences; but in the presence of a landscape or of a mountain, the image registered on the optic centers of the one will be exactly reproduced on the optic centers of the other.

One of the first evidences of improvement in the geography work in the Bay City schools was in the clearness and definiteness with which our children answered test questions sent out from the office. There was a confidence manifested in these answers which had been absent before. There was clear, logical reasoning for the simple reason that the children were seeing things in their natural order. If you see straight you think straight. The child who has seen the picture of a mountain in our collection of stereographs and slides will have no difficulty later in seeing in his mind's eye the following arrangement of facts: Snowstorms, snow-capped mountain, glacier, moraine, glacial stream, erosion, zone vegetation, valley, fertile fields; and having this natural arrangement imaged and registered on his brain, you would not be able to confuse him or to shake him from his conclusions.

I have been asked the question, "Does it not require an especially strong teacher to handle this visualizing equipment?" My answer is that such teachers will get better results than poor teachers, but if I had to do without the equipment in any of our buildings I would put the sets into the buildings where the poorest teachers are. In fact, I have seen children themselves in the sixth grade of our schools conduct geography lessons wilth these sets that were far more valuable educationally than many a geography lesson I have seen conducted without the equipment by teachers I have rated high. In fact, a very mediocre teacher is more than likely to do good work in geography with these sets.

In the first place, the arrangement and grouping of the pictures compels a logical sequence in the recitation. Then for the very reason that the teacher is thrown more or less on her own resources for the direction of the thought of the class, the pictures compel rather careful preparation. The teacher is left with nothing to do if she does not prepare the lesson in advance. Her failure is likely to amount to a breakdown and will become obvious to a class even of young pupils and especially so to a principal or supervisor. The equipment compels careful daily preparation.

Another advantage not to be overlooked is that while the textbook work of the conventional type is largely a memory process, the visualized work is a thought process and throws the child upon his own resources both mentally and orally. The author does not think for him, neither does he express for him, and the organization of the material used is visualized before him. The child's problem, then, is largely that of becoming his own observer, his own investigator, and his own publisher of the scientific deductions of facts before him. The reason at once becomes one for the development of thought power and of language power. This deduction is borne out by the tests given from the office since the installation of the pictures. The geography papers show decided increase in power of independent thought and a marked improvement in clear, forceful expression.

More than 90 per cent of us are eye-minded. First-hand eye impressions are the ones that stay with us. The visual image is not only the one we recall the most readily, but is the one we recall with the greatest degree of accuracy. We remember relative position, relative values, relative colors, relative dimensions in any visualized image with a surprising degree of accuracy. Remembering these things the written or printed interpretation of the phenomena presented is not likely to present difficulties either in the way of retention or of logical classification. In this connection the stereograph is of especial value.

Another point worth mentioning is this: Visualizing of any kind of work is a very effective means of equalizing. In reading the child uses his eyes only on the symbol of an idea. His task, therefore, becomes three-fold: He must see the symbol, he must interpret it, and, finally, if it has any meaning at all to him, he must image it. The dull child is handicapped by this three-fold process. He may not get the word or symbol; getting that, he may not correctly interpret it; finally, having arrived with symbol and interpretation properly delivered, he may be altogether incapable of translating his interpretations into logical conclusions.

But the physical impressions made on the visual centers of the dull and the normal or bright child are almost exactly alike. There are no intermediate steps and no symbols to interpret. There, immediate to his senses, are the tangible facts arranged in their logical order, and the child's problem is the simple one of sensing and interpreting facts.

Finally, our expressions with this equipment demonstrate the value of a well classified, logical, scientifically graduated arrangement of subject matter. This work has been done by an expert geographer, and following the suggested outlines in the manual furnished with each set, compels a more or less logical sequence in class-room presentation.

When asked if any estimate had been made of the saving brought about by the use of the visual material, Mr. Gause said:

"We have figured rather accurately the advantages from the use of our Keystone view set and have computed that it is just about equivalent to one teacher in each building in Bay City. It is about $24,000 to use figures. As the equipment cost $7000, we figure that it is paid for three times over each year."

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"Library Windows," by Retta Parrott of the City Library of Sacramento, Calif., a book of Sonnets, illustrated by James A. Holden, will be published in November by Harr Wagner Publishing Company.

"Poems of the Golden West," by William Darwin Crabb, the well known poet, will be published in November by the Harr Wagner Publishing Company.

"Comrades of the Desert," the story of three boys who were ambitious to go to high school and earned the money on the desert while attending grammar school to pay their way. The author is Ruth Thompson of the San Francisco "Chronicle," formerly of the Bakersfield "Echo." Harr Wagner Publishing Company.

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ANNUAL CONVENTION OF COUNTY AND CITY SUPERINTENDENTS AT MISSION INN, RIVERSIDE, CALIF., OCTOBER 4-8, 1920

The convention opened with an invocation by Superintendent J. W. Linscott. Will C. Wood was elected chairman; W. H. Hanlon, H. M. Rebok and Mrs. M. A. Clark, vice-presidents. Sam Cohen was elected secretary and Miss Mignon assistant secretary. Superintendent Wheelock of Riverside delivered an appropriate address of welcome filled with thoughtful and progressive ideas. Superintendent Cagney responded in an address of good fellowship, charm of manner and facility of expression.

The keynote address, by Will C. Wood, was an impressive and vigorous appeal for the leadership of high ideals. It was an address in consistent harmony with his acts and leadership the past few years. At points in the address he rose to pure, impressive oratory and won appreciative applause at frequent intervals. He emphasized the great need of adequate preparation to meet the crisis in education in the State and nation. His address had vision, that did not overlook the actual facts of our educational weaknesses brought out by conditions developed by the war.

The next speaker was W. W. Kemp of San Jose, who gave a carefully considered presentation of the great changes going on in our normal schools and the essential needs of a complete reorganization.

In the afternoon Mark Keppel presented Amendment No. 16, and his plea was effective in securing a response from every city and county superintendent present.

Tuesday morning Fred M. Hunter presented in a vigorous speech the N. E. A. and its program for the advancement of education. C. J. Du Four presented "Thrift and Savings in the Schools," and Superintendent Alfred Roncovieri spoke of the San Francisco Plan, which created very great interest, and it was surprising to the superintendents to learn how efficient the plan was worked out in San Francisco schools. Superintendent Chenoweth spoke of teacherages in Kern County. He has lead the State in this work, and has accomplished splendid results. Kate Horn, G. P. Morgan and Craig Cunningham also spoke on the subject. Agnes Howe, R. L. Bird, R. P. Mitchell and Ira Landis spoke on consolidation of schools.

In the city superintendents' section, Chas. E. Leach, C. C. Hughes, Elmer E. Cave, and C. E. Barber spoke on the relation of the city to the school districts as defined by charter, a general law; and Superintendent Dorsey, Alex. Sheriffs, A. N. Wheelock and Henry C. Johnson spoke on boards of education. Walter T. Helms, Chas. H. Camper, W. L. Stephens and Paul E. Stewart spoke on how to conduct a school campaign.

Wednesday morning H. B. Wilson, Geo. B. Albee and Jerome Cross spoke on teachers' organizations; and Bruce Painter and R. B. Crandall spoke on changes of school law affecting intermediate schools. This was in the city superintendents' section.

In the county section Grace Stanley, Merton E. Hill and F. F. Martin discussed rural school problems; and Margaret McNaught, Irene Burns, Mamie B. Lang and S. M. Chaney spoke on improved grounds and equipment of rural schools.

In the afternoon E. P. Clarke gave a most interesting translation of his impressions at the Citizens' Educational Conference in Washington. It was unusual in its clearness, its scope and its conclusions. Mrs. H. J. Ewing spoke on the Parent Teacher Associations, and John W. Anderson and Dan White gave interesting experiences with the same.

Hon. Stanley B. Wilson was the orator on Wednesday evening. His subject was Statesmanship in Education. It was a fine address from every angle. The content was fine, the illustrations were apt, the poetry quoted was beautiful, and the ideals of the address were high. Mr. Wilson has the personal charm of the orator. His voice is suggestive of the spiritual quality of his mind. His action, while vigorons, does not over-emphasize the physical, and his range of scholarship is great. As a student of Blair's Rhetoric, I certainly appreciated the classical effort. His audience was greatly interested in educational leadership. Each one of the superintendents is a leader in his or her duties, so that the address was appropriate to the minds of the audience, the time, and the occasion.

Thursday morning Miss Ethel Richardson, John F. West and G. V. Whaley gave the State program for Americanization, and Fred C. Nelles spoke on the twenty-four school. The city superintendents in the afternoon listened to an able talk by Sam Cohen on problems of exceptional children. Dr. J. Harold Williams, Dr. H. A. Sutherland and J. A. Cranston also spoke on the same lines.

The county superintendents considered music in the rural schools, with Frances Wright, A. G. Elmore, Lizzie Vagedes and Jas. B. Davidson as the speakers. Normal school extension service, with Mrs. M. L. Richmond, Cecil M. Davis, Carolyn Webb and Robert A. Bugbee, on the program, was the second topic.

Friday morning.—Ansel Williams, Dewitt Montgomery and E. R. Snyder discussed part education. High school textbook law was discussed by A. C. Olney and W. E. Faught, and Mrs. Elizabeth Phillips of the State Board of Education gave a frank and a very interesting interpretation of the attitude of the State Board of Education towards textbooks and present conditions. Fred M. Hunter closed the morning session with a speech on school taxation.

A number of speeches not on the regular program were of special importance. Dr. E. C. Moore, president of the Southern Branch of the University of California, made a masterful appeal for Amendment 12; Dr. J. R. Haynes, the father of the initiative, spoke against constitutional Amendment 4; A. J. Cloud gave a fine talk on teachers' organizations, and Susan Dorsey complimented the Boards of Education of San Francisco, Fresno and Oakland for upholding teachers' organizations and opposing the affiliation of teachers with labor unions. Jerome Cross, who has, with the exception of Alfred Roncovieri, been in the front trenches of this battle for the freedom of teachers from walking delegates

and for professional standards, made an eloquent speech on the subjects.

Miss Bradford of the Red Cross was the rapid-firing gun of the convention. Next to President Vincent, she is a regular express train when it comes to expression—no stops, no side tracks, no flag stations on her line. However, her talk was good, and she got across with her great message.

A number of superintendents visited the Chaffney Union High School, and were delighted with the work Professor Merton E. Hill is doing in establishing a new unit of school administration.

Elizabeth Hughes, who has been re-elected to the legislature, was the last speaker of the convention, and she spoke in her usual effective and graceful style.

The superintendents purchased a memorial wreath to place on the grave of Edward Hyatt, who for twelve years was loved and respected by the people of the State as superintendent of public instruction. Superintendent Wheelock, Ira Landis and E. P. Clarke were the committee in charge.

The committee on resolutions, with J. W. Linscott as chairman, certainly worked out a document that is of tremendous value at this time and will lead to the standardization of educational legislation for some years. The resolutions are printed in full.

The baseball game between the city superintendents and the county superintendents was the greatest outdoor sport of the convention. The county superintendents' nine were: Ira Landis, Roy Good, E. J. Fitzgerald, Roy Cloud, Archie Cloud, E. P. Clark, R. P. Mitchell, Craig Cunningham, E. F. Clark and S. M. Chaney. The city superintendents' were: Jerome Cross, F. M. Hunter, E. M. Cox, Alex Sheriffs, C. E. Teach, W. L. Stephens, Paul Stewart, O. R. Hartzell and E. E. Cave. The game was very exciting. The county superintendents were away in the lead until the close, when the city superintendents made runs by the wholesale and quit ahead. It was some game.

List of Educators Registered at Superintendents' Convention

County Superintendents: Alameda, David Martin (assistant); Alpine, Mrs. Eugenia Bruns; Amador, Mrs. Sabra R. Greenhalgh; Butte, Mrs. Pearle Rutherford; Calaveras, Teresa Rivara; Colusa, Perle Sanderson; Contra Costa, W. H. Hanlon; El Dorado, E. J. Fitzgerald; Fresno, Clarence W. Edwards; Glenn, S. M. Chaney; Humboldt, Robert A. Bugbee and wife; Imperial, Buel F. Enyeart; Inyo, Mrs. M. A. Clarke; Kern, L. E. Chenoweth; Kings, Miss M. L. Richmond; Lake, Minerva Ferguson; Lassen, Mrs. Julia A. Norwood; Los Angeles, Mark Keppel; Madera, Craig Cunningham; Marin, Jas. B. Davidson; Mendocino, Roy Good and wife; Merced, Mrs. Belle S. Gribi; Modoc, Mrs. Nettie B. Harris; Mono, Mildred Gregory; Monterey, Louise Mignon; Napa, Lena A. Jackson; Nevada, Elizabeth M. Richards; Orange, R. P. Mitchell; Placer, Irene Burns; Plumas, Mrs. Kate I. Donnelley and Miss Miriam Donnelley; Riverside, Ira C. Landis; Sacramento, Carolyne M. Webb; San Benito, W. J. Cagney; San Bernardino, Mrs. Grace C. Stanley; San Diego, F. F. Martin; San Francisco, Alfred Roncovieri, Archie Cloud (deputy); San Joaquin, John W. Anderson and wife; San Luis Obispo, Robert L. Bird; San Mateo, Roy W. Cloud; Santa Barbara, A. S. Pope; Santa Clara, Agnes Howe; Santa Cruz, Cecil M. Davis; Shasta, Mrs. Charlotte Cunningham; Sierra, Belle Alexander; Siskiyou, Mrs. Kate E. Horn; Solano, Dan H. White; Sonoma, Ben Ballard, wife and party, Muriel McTigue (deputy); Stanislaus, A. G. Elmore and wife; Sutter, Lizzie Vagedes; Tehama, Mamie B. Lang; Trinity, Miss Lucy Young; Tulare, J. E. Buckman and party; Tuolumne, G. P. Morgan; Ventura, Mrs. Blanche T. Reynolds; Yolo, Harriet S. Lee; Yuba, Jennie Malaley.

City Superintendents: Alameda, C. J. DuFour and wife; Alhambra, Chas. E. Barber; Bakersfield, Chas. E. Teach and party; Berkeley, H. B. Wilson and M. C. James; Chico; Chas. H. Camper; Eureka, Geo. B. Albee; Fresno, Jerome O. Cross; Long Beach, W. L. Stephens; Los Angeles, Mrs. Susan Dorsey; Modesto, W. E. Faught and wife; Oakland, Fred M. Hunter, E. Morris Cox (assistant); Oroville, H. P. Short; Pasadena, J. F. West and party; Petaluma, Bruce H. Painter; Piedmont, Wm. John Cooper and wife; Pomona, G. V. Whaley; Richmond, W. T. Helms; Riverside, A. N. Wheelock; Sacramento, Chas. C. Hughes; Salinas, Arthur Walter; San Bernardino, B. R. Crandall; San Diego, Henry C. Johnson and assistant; San Jose, Alex Sherriffs; San Luis Obispo, Arthur H. Mabley; San Rafael, Oliver R. Hartzell; Santa Ana, John A. Cranston; Santa Barbara, Paul E. Stewart; Santa Cruz, John W. Linscott and wife; Santa Monica, Horace M. Rebok; San Mateo, G. W. Hall; Stockton, Ansel S. Williams; Vallejo, E. E. Cave; Visalia, DeWitt Montgomery, wife and party.

District Superintendents: Redondo Beach, C. A. Langworthy; Lindsay, O. S. Hubbard; Montebello, Mark R. Jacobs; Reedley (joint union high school district), Cree T. Work; San Anselmo, Wade F. Thomas; Mill Valley, H. H. Mathews; Taft, J. A. Hamilton; Redwood, A. E. Monteith; Upland, Edith Troeller.

San Jose State Normal, W. W. Kemp; Santa Barbara, C. L. Phelps; San Francisco, Frederic L. Burk; Fresno, C. L. McLane; San Diego, E. C. Hardy.

University of California—Dr. E. C. Moore and wife, Dr. David Barrows.

State Board of Education—Stanley B. Wilson and wife; Mrs. E. B. Phillips; Mrs. O. Shepard Barnum; E. P. Clark.

State Superintendent's Office — Will C. Wood and wife; Job Wood, Jr.; Maude I. Murchie; J. C. Beswick; Dr. Margaret S. McNaught; E. R. Snyder; Sam H. Cohn; A. C. Olney; Ethel Richardson.

Honorary Members

Harr Wagner—Western Journal of Education.

Arthur Chamberlain—Secretary C. T. A.

James A. Barr—Sierra Educational News.

Mrs. May Dexter Henshall—State Library Organizer.

M. Burney Porter—Appointed Secretary Southern Branch University of California.

Alice R. Power—San Francisco Board of Education.

Elizabeth E. Keppie — Southern Branch State University.

Mrs. Elizabeth Hughes—Member of the Assembly.

F. N. Meyer—California School of Arts and Crafts.

Representatives of book houses: Selden Smith and wife and J. W. Linscott, Ginn & Company; Milton Bradley Company; Mr. and Mrs. Van Nostrand, Miss Wills, W. M. Culp, Harr Wagner Publishing Company and P. Blakiston's Son & Company; Mr. and Mrs. A. C. Baker, Scribner's; A. A. Belford and C. W. Beers, Rand-McNally & Company; T. C. Morehouse and E. P. Cobbler, Macmillan Company; W. G. Hartranft, E. E. Colvin and wife and J. E. Osborne and wife, Silver Burdett & Company; Miss Vira Georgeson, World Book Company; Mr. Scott, Scott-Foreman & Company; Mr. Hamilton, Allyn & Bacon.

Golfers: W. G. Hartranft and C. A. Baker.

Teachers' Agencies: E. C. Boynton, Calvin Esterly and wife, W. R. Coddington.

EPOCH MAKING RESOLUTIONS OF THE COUNTY AND CITY SUPERINTENDENTS AT RIVERSIDE, CALIF., OCTOBER 4-8, 1920

Whereas, the annual convention of City and County Superintendents of Schools of the State of California was called to convene at the Glenwood Mission Inn, Riverside, one of the beauty spots of California; therefore be it

Resolved, That we extend to our worthy State Superintendent of Schools, Hon. Will C. Wood, our sincere thanks and appreciation for his thoughtfulness and consideration of our comforts and pleasure.

Whereas, all types of public educational institutions from the kindergarten to the university have suffered seriously from inadequate financial support necessary for the proper performance of their functions in a democratic state, and

Whereas, all types of these institutions have, because of an aroused interest in the importance of an educated citizenship been overwhelmed by an increased enrollment of students out of proportion to their financial aid; therefore be it

Resolved, **That we favor adequate provisions for the support of all public educational institutions, kindergarten, elementary, secondary, normal and university; and that we especially pledge our utmost endeavors for the enactment of the Initiative Constitutional Amendment No. 16 on the ballot, which was initiated by the California Teachers' Association in co-operation with the committee appointed by this convention of County and City Superintendents one year ago for such purpose.**

And further be it resolved, That inasmuch as the initiative and referendum as now in practice in this State have been of much value in securing to the people their control of government, and particularly relative to educational problems, we deprecate any movement to limit the control of legislation through the initiative and referendum.

Whereas, the salaries of statutory public officials of the State and counties of California have not in recent years been increased at all, or in a very slight measure, in keeping with the increased cost of living; therefore be it

Resolved, **That the City and County Superintendents' Convention go on record in favor of such salaries of public officials as will be in keeping with living conditions and as will obtain and keep in the service of the State the most efficient business and professional officials.**

Whereas, our American idealism, our standards of life, our most cherished governmental and social institutions are seriously threatened by the attack of groups of extreme radicals of both the Bolshevist and ultra reactionary classes, and

Whereas, there is dire necessity for the eradication of our alarming illiteracy in the United States amounting to more than 25,000,000 of our population, and

Whereas, there exist in our nation great masses of un-Americanized population amounting to approximately one-third of the whole, and

Whereas, the only safeguard of our American ideals and institutions is a high level of intelligence and good citizenship on the part of all our youth, and

Whereas, **the public school system of the country is facing a general breakdown from insufficient financial support, from political attack, and from lack of trained teachers;** now therefore be it

Resolved by the superintendents of the schools of the State of California, That the program in public education as set forth by the National Education Association be endorsed and every effort be exerted to put into operation effectively every step of this program, namely:

1. The enactment into law of the Smith-Towner bill now before Congress, and that our United States Senators and Congressmen be urged to cast their votes in favor of the measures herein mentioned.

2. The effective and permanent reorganization of the National Education Association as provided by the representative plan adopted at the Salt Lake City meeting.

Resolved, That for the promotion of elementary training and for the encouragement and support of the high school training of the children, we recommend that each elementary school district in California be attached to or incorporated in a high school district.

Resolved, That this superintendents' convention here assembled expresses its enthusiastic approval of the idea of a definite thrift and savings program for every school district in the State of California.

Whereas, the State normal schools of California represent a most vital part of the public school system of the State, and

Whereas, these institutions face a serious emergency because of the low salary schedule made necessary by inadequate financial support;

Resolved, That we appeal to the State Board of Control and the State Legislature to act favorably upon the request of the normal schools for adequate budgetary increases.

Resolved further, That we urge the Legislature of California to pass a law giving collegiate status to the normal schools, including the power to confer an appropriate baccalaureate degree, and giving the State Board of Education the power to determine the standards under which collegiate status may be maintained.

Resolved, That we respectfully urge the president and faculty of the University of California to consider favorably a new basis of accreditation of normal school graduates at the University, whereby such graduates may have an opportunity to proceed to a baccalaureate degree within two years.

Resolved, That we commend the plan of the twenty-four-hour school whereby adequate provision may be made for its care and training of those children who, because of environment or other reason, are in need of more continuous supervision or of a more specialized type of education than is now provided by the public school.

Resolved, That—

1. We advocate that some form of supervision more adequate than at present be provided.

2. That we regard the consolidation of the small rural schools as one of the most important and most urgent steps to secure full and equal opportunities for elementary training for the children.

Resolved, **That we extend to the management of the Glenwood Mission Inn, our thanks and appreciation for the many courtesies shown us, especially to Mr. Frank Miller, master of the inn, and to Mrs. Alice Richardson, manager.**

To the Riverside Chamber of Commerce we give our thanks and appreciation for affording us the opportunity of seeing the beauties of their city and the excellence of their schools.

Resolved, That our hearty thanks are due to Hon. Stanley B. Wilson, Fred Niles and to all others who have aided in making our program so marked a success, and that our thanks be extended to the music directors of the Riverside schools and to their splendidly trained pupils for the pleasure of their music.

Resolved, That the thanks of the convention be extended to the Riverside Y. M. C. A. grounds, building and showers at the late ball game.

Be it finally resolved, That we extend our recognition of the official courtesies of Superintendent A. N. Wheelock, Ira Landis and President E. P. Clarke of the State Board of Education, who worked so untiringly for the success of the convention.

All of which is submitted and recommended by your resolution committee.

Signed: J. W. Linscott, chairman; C. C. Hughes, Paul E. Stewart, C. H. Camper, Elmer Cave, C. J. Du Four, Jennie Malaley, Blanche Reynolds, Sabra R. Greenhalgh, Perle Sanderson, Roy W. Cloud, John W. Anderson, L. E. Chenoweth, W. H. Hanlon, Ben Ballard.

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The high school cornerstone of the new Chico High School was laid on Friday, October 1st. Captain Allison Ware was the speaker of the day and delivered an eloquent address. Dr. E. B. Copeland, who made a great record in the Philippines and who is now a capitalist at Chico, is giving splendid service as a member of the High School Board. James Ferguson, the principal of the High School, and Charles H. Camper, city superintendent, were among those responsible for the success of the occasion.

Superintendent W. J. Cagney has been called to Inyo county to conduct Mrs. M. A. Clark's institute.

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NEW YORK CINCINNATI CHICAGO BOSTON ATLANTA

A FINE TRIBUTE TO ELMER E. CAVE

Superintendent Elmer E. Cave of Vallejo, who served eleven years as city superintendent of schools of Bellingham, Wash., received an unusual tribute of the Board of Education. The signed statement is in part as follows:

"In accordance with your recommendations, our building capacity has been more than doubled by the construction of the most modern fireproof structures, equipped with practically every facility for modern educational and vocational instruction at minimum costs, the records showing that at no time during your administration did the expenses exceed the estimate adopted for the year's budget, and it was frequently observed, almost to the point of excess, that you were constantly watchful in preventing unnecessary expense.

"As an organizer and administrator, your ability was especially marked. Rarely is a man found whose efficiency will equal that shown in your work in the Bellingham school system. This thorough organization has enabled you to constantly note and provide for progressive methods and facilities from year to year as well as to furnish the public complete information and data regarding policy or incident arising in connection with your administration. Your management of the schools has been unusually successful and you have enjoyed the fullest confidence of the majority of every board of directors with whom you served.

"Your interest in the civic affairs of the city has always been keen, as has been evidenced by your work on important committees of the Chamber of Commerce, Rotary Club and other organizations in which you have been an active member. Your interest in patriotic movements during the late war, as head of of the Fathers' Club, chairman of the Civilian Relief Committee, and chairman of various Red Cross and Y. M. C. A. drives, no doubt led to your being selected for the services overseas in the eduactional work of the United States Army and your arrival over there in 1919, where you were assigned one of the most important positions as regional director of education in the Paris area, in which capacity the secretary of this school district knows from personal observation you were eminently successful, holding such position until all volunteer educational work closed through the return of the A. E. F.

"In conclusion, we desire to express our appreciation of your services as a superintendent and a public-spirited citizen. We commend you to the citizens and school patrons of the city where you now reside and wish you every possible success in your new location.

"Sincerely, (signed) Wm. McCush, Geo. E. Finnegan, Mrs. May E. Morrison, Mrs. S. H. Hamer, Mr. H. G. Selby, directors Bellingham School District No. 301, Bellingham, Washington; Will D. Pratt, secretary; Sarah Laxdal, Daphne Adams, stenographers; Mrs. Emma M. Alexander, truant officer."

ELDORADO COUNTY HIGH SCHOOL

The Placerville Republican contained an interesting interview with E. H. Barker, author of Barker's Trigonometry and Applied Mathematics, formerly the head of the department of mathematics of one of the principal high schools of Los Angeles. Mr. Barker said:

"The community is to be congratulated on having so efficient and progressive a man at the head of its high school as Professor Wilcox. While high academic standards are upheld, the industrial phases of education are not neglected. Under the able direction of Mr. Watkinson splendid work is being done by the boys in manual training. They are at the present time engaged in alterations to their shop buildings, and will shortly start on the work of constructing their work-benches and installing their mechanical equipment.

"Mr. Barker also visited the branch high school at Georgetown. On his return he complimented Professor Wilcox and board on the splendid start that had been made there. The branch high school, under the immediate instruction of the genial and scholarly Mr. Taylor and his capable assistant, Mrs. Mason, is bound to exert widespread influence.

"The general trend is in the direction of industrial and vocational activities, and the Placerville high school, be it said to its credit, is alive to the situation."

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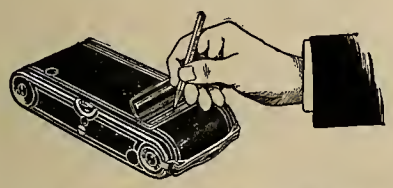

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TEACHERS' MEETINGS

Superintendent Roy Cloud called the San Mateo County institute at South San Francisco for October 11, 12, 13. The instructors:

Mr. Mark Keppel, superintendent of schools, Los Angeles county, Cal.

Mr. Sam H. Cohn, statistician State Department of Education, Sacramento, Cal.

Mrs. Elizabeth B. Snell, appointment secretary, Stanford University, Cal.

Dr. Celia D. Mosher, professor of hygiene and medical adviser of women, Stanford University, Cal.

Miss Bessie McCabe, primary supervisor, State Normal School, San Jose, Cal.

Mr. George Hjelte, assistant supervisor, State Department of Physical Education, Sacramento, Cal.

Mr. Harr Wagner, editor Western Journal of Education, Montara, Cal.

Mr. Arthur Henry Chamberlain, editor Sierra Educational News and executive secretary, State Teachers' Association, San Francisco, Cal.

The teachers reported it as one of the very best institutes that was ever held in the county. Roy Cloud has been so much in demand for county institute work that he has to stand the crucial test in his own county. The teachers responded generously to appeals for teachers' organizations, etc. Superintendent Monteith of Redwood City was elected chairman of the county teachers' organization.

The Bay Section of the C. T. A. held a big meeting in Oakland October 18 to 23. H. B. Wilson, the president, prepared a fine program. W. T. Helms of Richmond was elected president for the ensuing year. Among the notable speakers were Dr. W. C. Bagley of Columbia, Dr. Jessie Burrall of the National Geographic Society, Dr. Driggs of the University of Utah, and Vaughn McCaughey of Hawaii.

San Luis Obispo, Santa Cruz, Monterey and San Benito counties held a joint institute as the Central Coast Counties Section of the C. T. A. at Santa Cruz, October 18, 19, 20. W. J. Cagney of San Benito was chairman of the convention. He presided with distinction. In fact, there are few men in the profession who can preside with the same efficiency. R. L. Bird of San Luis Obispo was elected president for the ensuing year. The program was of unusual excellence. Dr. W. C. Bagley, Roy Cloud, Arthur Chamberlain, Harr Wagner, Miss Van Hagen were among the speakers. The teachers responded to the appeal for membership in the C. T. A., N. E. A. and for contributions for carrying Amendment No. Sixteen.

E. J. Fitzgerald held the Eldorado County Institute at Placerville. It was his first institute he has held since elected superintendent, and it was a very interesting session. E. Morris Cox, Winifred Van Hagen, and Roy Cloud were the instructors.

Governor Stephens has reappointed Stanley B. Wilson, Agnes Ray and Mrs. Elizabeth to positions on the State Board of Education.

Questions on the Teaching of Phonetics

1. Should the elementary sounds be taught by **imitation** or by **position**? Explain answer.
2. Which sounds of the vowels should be taught first? Why?
3. What is meant by **analysis**? by **synthesis**? Illustrate.
4. How should a three letter word like **rub** or **bid** be analyzed into its elementary sounds? How many steps are there?
5. When the three elementary sounds **r, u,** and **b** are blended to form a word, in the first step, is the vowel **u** blended with **r** or **b**? Why?
6. Explain how to teach the following:
   a. Words with two or more final consonants —**tint, hand, fists, flints.**
   b. Words with two or more initial consonants—**drag, plant, spin, strap.**
   c. Words with consonant digraph initial, or digraph or trigraph final—**when, that, hang, catch.**
7. How should words like **fine, note,** and **cute** be taught?
8. Explain the difference between silent letters such as **e** in **note** and a useless silent letter like **k** in **knife,** or **e** in **give.**
9. How should words with a long vowel digraph like **coal, meet, pie, cue,** and **laid** be taught?
10. How should words like **ball** and **call** be taught? What is the objection to teaching **all** as a "family phonogram?"
11. How should words like **gold, child** and **bind** be taught?
12. How should **unphonetic** words be taught? **analogical** words?
13. How should words containing diphthongs—**boil, toy, out, cow,** etc.—be taught?
14. How should you teach words in which the vowel is modified by **r,** as **fir, farm, her, curl, corn?**
15. When is **c** an equivalent for **s**? for **k**? Why do the sounds of **s** in **cats** and **dogs** differ?
16. What are the equivalents for **j**? When is **dg** used instead of **g**?
17. Explain the sound of **g** in such words as **get, give, begin.**
18. Why does **ed** make an additional syllable in words like **hunted** and **budded**?
19. Why is **ed** pronounced like **d** in words like **dragged** and like **t** in such words as **rapped**?
20. What is the sound of **qu** in **quite, quick,** etc.?
21. What is the sound of **x** in **box**? in **exist**? Which is the voiced sound? What is the other sound called?
22. The position of the organs of speech is the same for **b, p,** and **m.** How do these sounds differ?
23. What is the position for the letter **f**? What other consonant has the same position? What is the difference between these two consonants?
24. What two sounds does the digraph **th** represent What is the position for these sounds? The difference between them?
25. The five consonant sounds represented by **d, t, l, n,** and **r** are made by the tip of the tongue. How do these sounds differ and what is the position for each?
26. What is the difference between **s** and **z**? **ch** and **j**? **sh** and **zh**?
27. What are such pairs of letters as **b** and **p, d** and **t,** and **g** and **k** called?
28. What is the position for **w** and **wh**? What is the difference between these two sounds?
29. The consonant sounds represented by **g, k,** and **ng** are made by the same positions. How do the sounds differ and why?
30. How ought a pupil to apply phonics in recognizing words?
31. What is **accent** and what is its significance in Phonetics?
32. How and when should syllabication be taught?
33. What are diacritical markings and how should they be used?

(The purpose of these questions is not to test either pupils or teachers but to call attention to those facts in Phonetics that are of value in teaching normal children in the grades. On request, a copy of the answers will be sent free by

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The supervisors of Imperial County have appointed Buel F. Enyeart as superintendent of schools to succeed A. P. Shibley, who resigned to accept the district superintendency of El Centro. Mr. Enyeart is a fine young man, of good education, and excellent personality. He was a U. S. service man and will no doubt maintain the high standard of Imperial County schools.

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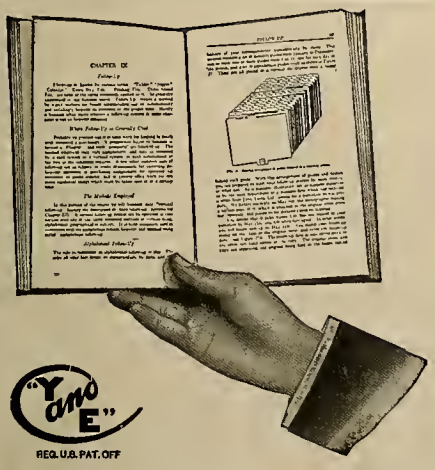

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Vol. XXVI. No. 11 SAN FRANCISCO, NOVEMBER, 1920 Price, 15 cts.

MEETINGS

Bay Section the California Teachers, Association; W. T. Helms, Richmond, Cal., President; W. L. Glascock, Secretary.

Northern California Teachers' Association, Ella McCleary, President, Sacramento, Cal.; Mrs. Minnie O'Neil, Secretary.

Central California Teachers' Association, Jerome O. Cross, Fresno, Cal., President.

Sonthern California Teachers' Association, Carleton Wheeler, President, Los Angeles; Dr. A. E. Wilson, Secretary, Los Angeles.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs. Mrs. M. R. O'Neil, Sacramento, Cal., President; Mrs. I. M. C. Smith, Sacramento, Cal., Secretary.

Central Coast Section the California Teachers' Association; R. L. Bird, San Luis Obispo, President; G. A. Bond, Santa Cruz, Secretary.

California Education Officers, Sacramento, Cal., Hon. Will C. Wood, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Albert C. Olney, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Stanley B. Wilson, Mrs. Agnes Ray, George W. Stone; Elizabeth R. Phillips, Porterville.

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THE SCHOOL INTELLIGENCE TEST APPLIED TO AMENDMENT 37

A careful analysis of the San Francisco vote for School Amendments No. 37 and No. 25 reveals rather peculiar freaks of intelligence. The watchword of the proponents of 25 was "Save our schools," and of 37 was "For better schools." It would naturally follow that there would be a big affirmative vote on both measures. But the fact is about 65,000 people voted "No" on "For better schools," and about 69,000 voted "No" on "Save our schools."

To the casual observer it would look as if there were a large percentage of negative votes on our school system. This is not true, however, as No. 16, which will give a great impetus to public school education, especially in rural sections, was carried in San Francisco by a large majority, and No. 12, for University funds, also received an affirmative vote.

The San Francisco School Teachers' Association did their best to carry on a campaign of education for No. 25 and against No. 37, but the stand of the Board of Education against the unionization of teachers, the Addicott case and the political activity of the educational conference committee, backed by plenty of funds, were instrumental in creating sufficient favorable sentiment to carry No. 37 by a narrow margin. The returns show that this margin was gained in the childless apartment house district of San Francisco. The districts where the parents knew that their children were making excellent progress, and that the essentials of education were emphasized, the vote was in favor of the teachers' amendment.

The school intelligence test shows that the kind of propaganda that was placed before the public, and behind closed doors in secret meetings, was up to the standard of a twelve-year-old, slightly subnormal brain, and to the religious environment of the times of Queen Elizabeth. The ridiculous statement that under our system of laws we could and probably would elect a blacksmith as superintendent of schools, was a type of the propaganda, and that the teachers of the San Francisco school department were being intimidated and forced to oppose No. 37 by some mysterious political power, was another freak statement. The pity of it all is that most of the people were fooled on and before November 2, 1920, However, before November 3, 1923, even Mr. Mullen, Mr. Saville, Mrs. Amy Steinhart, and good Dr. Adelaide Brown, who under the new system will have a more sympathetic environment for her propaganda in the abolishment of shame, will wake up to the fact that the fruits of victory are not always sound at the core.

The Fruits of Victory

Amendment 37, now that it is a part of the city charter, does not go into effect until January, 1923, as to the superintendent, the Mayor will appoint next September seven members of the new board, but under the terms of the amendment these members will have to be confirmed by the people. Surely the active members of the Educational Conference Committee proved themselves poor specimens of colloids. There is an insistent demand that a new charter amendment be submitted making the Board of Education elective. A Board of Education elected by the people is the only way that a large city can get away from the political power of a city administration. Amendment 37 gives us all the evils of the Chicago and New York political system, and none of the benefits.

Let this be said, and be said without contradiction, that the San Francisco department was stirred to its depth, not on account of a raise in salary, not on account of a loss of position, as life tenure was not altered, but because the teachers were responsive to the splendid co-operation that has existed between the administration and the teaching body. The teachers—at least eighteen hundred out of the two thousand—gave the present administration not only their confidence, but loyal support. In all events, we trust that all bitterness will be forgotten and that efficiency on the part of teachers, administrators and pupils will result from the agitation of the past few months.

Amendment 16

The large vote, the big majority for No. 16, is a great endorsement for the public school system of California. It will undoubtedly place this State, No. 1 instead of No. 2, on the educational map of the United States. If an apportionment of the money provided by a tax of $30 for each pupil in the school is made on the basis of social justice, then the rural schools will be greatly benefited. It is the greatest piece of constructive legislation that has been put across since the days that John Swett was superintendent of public instruction. Hon. Will C. Wood and the entire weight of his popular leadership was put behind this bill. Mark Keppel, with his marvelous ability as an organizer and a two-fisted worker, quit-claimed all other interests in his self-sacrificing devotion. E. Morris Cox, Arthur Chamberlin, Archie Cloud and the city and county superintendents, without exception, gave time and money in order that the children of the State might have the benefit of better schools, better teachers, better equipment, and that this great constructive law could be written into our constitution.

There will be a big meeting of the C. T. A. at Los Angeles, December 21 and 22. Mark Keppel will hold his institute at the same time. Both Keppel and Carleton Wheeler, president of the C. T. A. S. S., have prepared great programs. Among the speakers are President Burton, University of Michigan; Prof. Parsons, New York; Dr. Winship; Superintendent Davidson of Pittsburg. Among the California people who will address the meeting will be E. Morris Cox, Arthur Chamberlain, Superintendent W. J. Cagney of Hollister, and Harr Wagner.

Central Section of the C. T. A. will hold its annual meeting at Fresno at the same time.

A MESSAGE TO YOUNG TEACHERS

The **Blue Bulletin** in the September issue published this message by Will C. Wood, and has been placed in the hands of every teachers. It seems, therefore, unnecessary to republish it. It is printed not because it is new, but for emphasis. Like the Lord's Prayer, the oftener it is read the better it is:

"The summer vacation is over.

"When your eyes fall upon this note of greeting school will have begun. You will have settled down to the year's great task and become acquainted with the facts that greeted you on the first morning of the new school year. You will be able to call each boy Tommy or Algernon and each girl Carrie or Beatrice or any other name that doting parents may have bestowed. You will have found the 'lay of the land' in your district and made your plans for carrying out the course of study and getting on well with the community. In consequence, I need not dwell upon these things and the importance thereof in a teacher's life.

"What I have to say concerns things social, things financial and things spiritual. Strange, is it not, that a state superintendent should write of these things? I have no apology to make for writing on thngs personal. After all, the teacher is a person. The better and more wholesome a person the teacher is, the better she is as a teacher. I like teachers who are human—just wholesomely human. And so do the pupils and the people generally. People don't get on with teachers who are hermits—therefore I write of things social. They try to avoid teachers whose souls are shriveled. Such teachers do not get on well with themselves; they are dreary company for themselves, or for other people or even for dogs and cats.

Concerning Things Social

"Why not resolve this year that you will be less prim, if you've been too prim; more human and social, if you've been holding aloof from the social affairs of the community? A teacher develops the 'school teacher attitude' largely because she feels she must be on guard half the time and on superdignity the other half. Dignity is an essential thing, but even good things can be carried too far.

Saving for a Vacation

"Why not begin now to save for the next vacation, dedicating $10 or $15 a month regularly to that sacred purpose? Last year, perhaps, you didn't have a good vacation because you spent as you went and were depending on the June salary to carry you through. You found it was not enough and will have the same experience next year unless you begin to save for the vacation right now.

How Savings Grow

"And why not start a savings account or buy government savings stamps and lay up a little against a rainy day? That retirement salary of $500 a year which California grants after thirty years' service will hardly keep you in old age. I was working up some statistics the other day and found that a saving of $5 a month regularly made and invested at 5 per cent, with interest compounded annually, will amount to over $2000 in thirty years. A saving of $15 a month will amount to over $6000. This, with the retirement salary, will be enough to keep a teacher in comfort when retirement comes. You will feel happier and better when you realize that you are independent financially and will continue to be independent to the very end.

Renewing the Spirit

"'Quench not the spirit'—this from the apostle Paul. It is not a text for me to preach from; it merely suggests the thought I want to express. Teaching is a spiritual process. Where there is no spirit in the teacher, there can be no real education. Think of the teachers who inspired you—all of them had the gift of the spirit. They stood for ideals—'for laughter, for love and distant hopes that lure us on.' And they were in communion with the Great Spirit. They read great books, or listened to good music or attended lectures or church and thus renewed the spirit constantly. May I suggest, then, that you devote some time daily to the renewal of the spirit—to the reading of Emerson, or Thoreau, or Marcus Aurelius, or Shakespeare, or the Book of Books? Other reading you will do and should do, following the line of your interests, but such reading should not be done to the exclusion of books in which men and women of every age have found spiritual help and inspiration. If you would continue to teach, do not quench the spirit or allow it to die from sheer neglect.

Heed Not the Cynic

"Yours is a great work—the development of the minds and souls of young people. It is no easy task, but it has compensations that can be reckoned in money. Do not feel ashamed when older ones smile at your enthusiasm and tell you that time will dull its edge. When you hear such cynical remarks, just ask yourself whether you would be happier and better if you were like the cynic whose spirit has been quenched. Or would you prefer to be like that enthusiastic teacher of your own youth who inspired you, who sympathized with your youthful enthusiasms, who encouraged you to lay hold of the ideas that make life worth living? The answer you give will determine whether you will be a teacher or a time-server—a leader of the young or a driven slave.

"May this year be a seedtime that will later yield a rich and bountiful harvest in higher ideals, in satisfaction with service, and in lives made better through your personal influence and teaching.

"Very sincerely, Will C. Wood,

"Superintendent of Public Instruction."

TEHAMA COUNTY INSTITUTE

Tehama County held the first institute under the new order during the second week of October. Miss Lang presided, Paul D. Henderson acted as vice-president, and J. D. Sweeney served as secretary. At the opening roll call practically every teacher responded, and very few missed any of the sessions.

Many timely topics were discussed by such speakers as A. H. Chamberlain, W. H. Hanlon, Sam Cohn, James Ferguson, J. C. Frye, and Miss Reed of Chico Normal. Mr. Chamberlain called attention to recent tendencies in educational fields and explained much of the proposed new legislation, especially that in the national Congress. He is well posted and knows whereof he speaks and thus is convincing in his presentation. Sam Cohn spoke particularly along the line of state school affairs, dwelling upon such as consolidation of schools. In this he gave some of the most convincing arguments ever given in the county, and since his talk was given at a session when county trustees were present, no doubt results will grow out of his visit. Superintendent Hanlon spoke in his taking manner along several live lines. Mr. Frye explained to the grade teachers the use and value of Courtis Arithmetic Tests. James Ferguson of Chico High School addressed the high school section and conducted a forum in the same section. His address caused lively debate. Miss Reed gave a presentation of Mental Tests and their value.

On Thursday all teachers owning autos filled them with teachers and those still left were taken by the Red Bluff Chamber of Commerce, and the entire institute with about forty others spent the day in Chico as guests. The teachers were guests of the Chico Normal and the Chico city teachers; the others were guests of the Chico Chamber of Commerce, who gave a lunch in honor of the Red Bluff boosters.

Superintendent Mark Keppel, the best posted school legislator in the state, was in Chico and addressed the entire body of educators present on the Sixteenth Amendment. Needless to say that Mark knows his subject. Practically every Tehama County teacher contributed toward the campaign fund for No. 16. The Chico Normal provided a most acceptable lunch after the address. Conferences under direction of Normal instructors followed. Many visited Chico schools, others spent the afternoon in the training school, and a few attended other gatherings.

On Friday the session, as stated, was held jointly with the county trustees. A feature of their gathering was a splendid lunch provided by the Red Bluff High School.

The teachers endorsed Amendment 16, and elected J. D. Sweeney as member of the Council of Education of Northern California. Miss Lang is ex-officia a member.

POEMS OF THE GOLDEN WEST

By William Darwin Crabb

Here is a book redolent with California sunshine, California scenes, California flowers, California sunsets, and California mountains. There are Poems of Sentiment, Wayside Blossoms, Poems of Love, Poems of Religion and Patriotism, Prairie Blossoms, and In Lighter Vein. The author, William Darwin Crabb, as Civil War veteran, as teacher, preacher and citizen, has had a rich and varied background and experience upon which to draw for his poetic fancies and interpretations. He has the gift of expression and writes with great fluency. The book contains one hundred and fifty-four pages, is printed on antique laid paper and bound in blue and gold. The price is $2 per copy. The book may be ordered from any book store. The Harr Wagner Publishing Company, publishers.

THE MARRIAGE RECORD

Los Angeles seems to have broken all records matrimonially. An even 200 women teachers are reported to have wed in 1920, mostly in the summer vacation. The Los Angeles papers print the long list of women who have married.

THE SUCCESSFUL TEACHER

By Oscar L. Corson
In "Our Public School"

Natural Characteristics

Since an efficient teacher is the one essential factor in making an efficient school and since schools improve in direct ratio to the improvement of teachers, it is highly important that those who aspire to teach should possess a large measure of both the natural characteristics and the acquired abilities necessary to insure success.

While no individual is born with a full equipment of teaching power, it is nevertheless true that some individuals early in life give unmistakable evidence that they possess in an unusual degree the natural characteristics of successful teachers. Others give equally positive evidence of the entire absence of any adaptation for the work of teaching. Education and training of the right kind will greatly increase the teaching power of the former. With the proper academic and professional preparation, they are certain to become teachers whose presence in any school will insure success. No amount of education or training of any kind can ever make successful teachers out of the latter. Nature has plainly labeled them as unfit for the schoolroom.

The Teacher's Attitude Toward Life

To succeed in a large way, the teacher must have a right attitude toward life. This attitude must be one of sane optimism and good cheer, founded upon a well-grounded faith in humanity and in the ultimate triumph of right over wrong. He must believe with Browning that

"God's in His heaven—
All's right with the world!"

No taint of pessimism must be allowed to darken his soul or to blur his vision of life. The pessimist has been described as an egotist who thinks the sun sets every time he shuts his eyes. A little observation of living specimens unfortunately existing in most localities will confirm the truthfulness of the description. Pessimism is always a compound of self-conceit and selfishness, both of which are foreign to the spirit of a true teacher.

To Make the World Still Better

The possession of a sane optimism and a spirit of good cheer does not signify that teachers are ignorant of existing evils or satisfied with all things as they are. It does signify, however, that they are not ignorant of the fact that the record of crime and sin and misery so prominently advertised in the daily press is not the rule, but the exception, in human life; that they believe that the numerous but unrecorded deeds of kindness and the many earnest efforts to remove the causes of crime and sin and misery should also be taken into account in forming an estimate of moral conditions. They remember that whenever calamity or disaster of any kind comes to individuals or nations the latent goodness of the world always manifests itself in kindly sympathy and generous aid to the needy and the suffering. This remembrance deepens their faith in humanity and confirms their belief that the world is growing better. Best of all, because it is the most encouraging of all, there is present in the consciousness of all true teachers the thought that in the proper training of the boys and girls intrusted to their care, there comes an unsurpassed opportunity to help in a most definite way in making a good world still better.

The spirit of optimism, of faith in humanity, of a cheerful willingness to help in overcoming evil with good, and of a definite determination to consecrate time and talent to the work of teaching, is a sure indication of the teacher's right attitude toward life, and, therefore, a promise of success to all who possess it.

Faith in Childhood

This is another essential of success, which must characterize all teachers who would win their way to the hearts of children. It is remarkable how accurately boys and girls measure this characteristic in a teacher and how readily they respond to either its presence or its absence. Words, or acts, which speak much louder than words, indicating a belief that boys and girls are all dishonest, untruthful, and untrustworthy, will produce an almost immediate determination on their part not to disappoint the teacher, by failing to measure up promptly and fully to his estimate of their characters. Many of us can recall instances in our own lives, as pupils, when our conduct certainly met the highest expectations of such a teacher. On the other hand when pupils are made to feel that the teacher has faith in them and that misbehavior on their part is both a surprise and a disappointment to him, the best that is in them responds to the confidence thus shown and good behavior naturally follows. All of us can remember teachers who led us to do right by a constant manifestation of their belief that we would not think of doing anything else.

Want of Faith in Childhood

The oft-repeated charges that children are usually dishonest, and always deceitful, and that they are common liars, are gross libels upon the truth, and unwarranted insults to childhood. Such insults can emanate only from confirmed pessimists who, perchance, judge all children by their own children and in so doing forget the influ-

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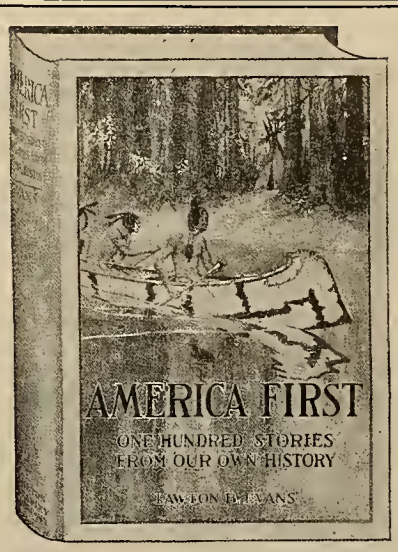

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ence of heredity, or from self-seeking sensationalists who are always ready and willing to sacrifice the truth for temporary notoriety.

The fact is that children are usually too honest, too frank, and too truthful to conform to the conventionalities of society as recognized and followed by their seniors. It is well-known, in all homes where there are children, that special coaching is often necessary to keep them from telling the whole truth about many things, at such times and under such circumstances as might render it exceedingly embarrassing.

Self-Government

This faith in childhood does not assume that boys and girls are perfect, that they do not always need direction and, at times, correction. Neither does it presume that they should be permitted to do as they please or to govern themselves absolutely. The theory that a well-governed school is a wholly self-governed school will not always stand the test of experience. The claim of some teachers that their pupils are better behaved when they are absent from the room than when they are present, naturally arouses some doubt as to its validity, creates a desire for a full investigation, and prompts a question as to how well behaved the pupils may be when the teachers are present. Even with adults self-government presents many perplexing problems whose satisfactory solution requires an application of all the wisdom of the past, together with an accurate knowledge of present conditions and needs. And it is not reasonable to ask or to expect children to assume all the responsibilities which come with self-government in school. They need and should have the directing influence and sympathetic help of cool-headed, warm-hearted teachers who will win their confidence by freely giving them their own.

Such confidence in boys and girls is a necessary foundation on which to build a wholesome respect for them and a just recognition of their rights. Without such respect and recognition, it is impossible for any teacher to possess that genuine love for children which is essential to real success in the schoolroom.

Loving the Children

All true teaching touches the heart and molds the life, as well as trains the intellect. Every true teacher must feel with Charles Dickens:

"I love these little people, and it is not a slight thing when they, so fresh from God, love us."

Such love for childhood never manifests itself in the form of a sickly sentimentality so nauseating to all normal children. Frequently the kindly word of appreciation should be spoken. Perhaps, even more frequently an approving smile or a little act of courtesy or kindness on the part of the teacher will prove to the children that they are, indeed, the objects of loving consideration. Occasionally a punishment for some wrong act may furnish the most convincing evidence of a love which is most genuine. The one fact never to be forgotten by teachers is that in the currency of love for childhood there can be no counterfeits, and that any attempt to deceive children by pretending to possess a love for them, which does not exist, is certain to meet with immediate detection.

A Bad Tendency

Love for children founded upon faith in them, respect for their rights, and consideration for their feelings will never permit teachers to grow into habitual scolds. There can be no doubt that, with too many teachers, there is a tendency to become impatient, sarcastic, and peevish. Unless such tendency is carefully guarded against, a confirmed habit of scolding will soon be formed and harmful results will certainly follow. The tongue has been well described as the only sharp-edged tool which grows sharper with constant use, and there are some teachers whose tongues are so constantly sharpened with this constant use that they never lose an opportunity to exhibit their power to cut and wound the feelings of their pupils. Teachers who persist in speaking to their pupils in language which would not be tolerated in polite society should not be permitted in the classroom of any public school or college. All pupils and students have a right to courteous treatment, and none should be required to associate with discourteous teachers.

INTERESTING PHASES OF TEACHERS' INSTITUTES

Superintendent Lena Jackson held a very interesting session of her institute on October 18, 19 and 20 at Napa. The instructors were Will C. Wood, A. C. Olney, Dr. Howard Driggs, Vaughn McCaughey, W. J. Cooper, Harr Wagner, Lee Emerson Bassett and Ethel I. Salisbury. Miss De Ford gave the educational use of musical machines in the public schools, and Miss Salisbury, who is assistant to Superintendent Wilson of Berkeley, gave a very excellent talk on geography. Miss Jackson, in her quiet, effective manner, is carrying on the educational work in Napa County in such an effective manner that there is a spirit of good will and progress in all phases of educational work. Each one of the instructors had a splendid message for the teachers.

We have before us the program of the Plumas County Teachers' Institute, held October 19, 20 and 21. The instructors were Dr. Cyrus Mead, E. Morris Cox and A. C. Olney. The institute in Plumas County, under direction of Mrs. Kate Donnelly, is always a great event in Quincy. The teachers, people and pupils take an interest, and Mrs. Donnelly, always popular, presides with distinction and success.

The institutes of Yuba, Sutter and Colusa Counties were held November 8, 9 and 10 at the county seats of the respective counties. The elementary sections were held as seperate meetings, but the high school teachers of the three counties met in joint session. In meeting as they did, the superintendents were able to get a larger number of instructors than they would otherwise have had and at the same time were able to give local institutes, which was the desire of the teachers.

In Yuba County, Superintendent Malaley called the meeting to order at 9:30 sharp. Excellent vocal selections were given and greatly enjoyed. Superintendent of Schools Roy W. Cloud of Redwood City gave the opening address and discussed the duties and activities of a school teacher and outlined his ideas as to what constitutes good teaching.

Mr. Cloud was followed by Miss Louise M. Spencer of Los Angeles, who sang with the teachers as they practiced her "Rythmical Penmanship."

Mr. George Hjelte, State Supervisor of Physical Education, in the afternoon took up the proposition of "Aims and Methods of Physical Education." Mr. Hjelte also had full charge of the instruction on Tuesday afternoon and taught the teachers how to carry on their physical training activities.

During the morning hours Mrs. Norma Petro Harter, Music Supervisor of Sutter County, and Miss Lucy Ramstead, Community Nurse of Yuba and Sutter Counties, had charge of the discussions.

Wednesday morning Miss Grace Fernald of the Southern Branch, University of California, outlined her "Method of Teaching the State Series Speller," and Prof. Thomas H. Reed of the University of California gave an address entitled "The School and the Citizen."

The afternoon and concluding session was held in conjunction with Sutter County and the high school session, the principal address being given by Harvey V. Miller of Sacramento, who talked of "The Undiscovered Child in the Community."

Sutter County

The Sutter County sessions were held in the Woodman's Hall, Yuba City, all the elementary teachers of the county being in attendance.

Miss Lizzie Vagedes, County Superintendent of Schools, gave a most interesting account of the activities of the county and told of the splendid work being done in a number of the schools. Miss Vagedes has a number of fine auto buses which are used to convey children to the elementary schools and she told of their value in bringing up the average daily attendance. Principal Hobart Heiken of the Yuba city schools then presented the pupils of his 6th, 7th and 8th grades, who gave a fine exhibition of good school music.

Mr. Roy W. Cloud of San Mateo County then gave the address of the morning on "The Business of Teaching." At the afternoon sessions Mr. Cloud gave his address on "California Pioneers," which was followed by Miss Spencer's Penmanship Lessons.

Tuesday Mr. Hjelte demonstrated his physical education program, Miss Fernald told how spelling should be taught, and Mrs. Harter talked about "Music in the Rural Schools." Tuesday evening at eight o'clock the teachers of the county enjoyed their institute ball.

The Wednesday morning program continued Miss Spencer's penmanship work. Miss Ramstead, County nurse, told what she hoped to do in the schools. The closing session was held in Marysville with the high school section.

Colusa County

The high school sections of Colusa, Yuba and Sutter Counties met in the grammar school with the elementary section of the Colusa County teachers. Miss Perle Sanderson presided and outlined the work of the week. Rev. Paul S. Bandy asked the blessing of God for the assembly and Miss Margaret Livingston, County Librarian, gave a select reading.

Mr. Oscar Robinson, Mayor of Colusa, extended a hearty welcome and presented every teacher a key to the city and all of its treasures. The sections then went to their assigned buildings and the business of the institute was started.

The elementary section took up the discussion of reading, which was lead by Mrs. Agnes Meade, and a very profitable hour

followed. The afternoon session was devoted to local affairs and teachers and officials of the county had full charge of the program. They were: Miss Margaret Livingston, County Librarian; T. G. Barrett, County Attendance Officer; Miss Helen Kilgariff, County Nurse; Miss Willie May Spaulding, Music Supervisor, and Mrs. Elizabeth Wolverton of the Colusa school.

In the evening a most enjoyable reception was given in the grammar school auditorium. Miss Sanderson was a host in herself and saw that everyone had a good time.

Tuesday morning found the teachers in a good humor, so Miss Sanderson had County Superintendent Roy W. Cloud talk for a few moments on the California Teachers' Association and so touching were his remarks that every teacher present paid her $2.00 and became a member.

Miss Louise Spencer then gave her Rythmical Penmanship and was followed by a talk on "Teaching History" by Mr. Roy W. Cloud.

In the afternoon Mr. Cloud gave his address, "The Business of Teaching," and Miss Spencer continued her Penmanship Lessons.

Wednesday morning Mr. Geo. Hjelte had charge of the entire session and gave the teachers a splendid idea of the physical education program.

The afternoon address was "The School and the Citizen" by Prof. Thomas E. Reed. The resolution committee returned its report and the meeting was adjourned.

The high school sections met in Colusa Monday, in Sutter City Tuesday, and in Marysville Wednesday. Many interesting talks were made by local high school teachers. The addresses by outside instructors were made by Prof. W. M. Proctor of Stanford University; Prof. R. A. Peterson, University of California; President C. M. Osenbaugh, Chico Normal School; Prof. F. L. Kleeberger, University of California, and Mr. Harvey V. Miller of Sacramento.

The superintendents and teachers of Colusa, Sutter and Yuba Counties count the institutes just past as the most enjoyable they have had in recent years.

The Mendocino County Institute was called to order in the Woman's Clubhouse, Willitts, October 25th, by County Superintendent Roy Good.

The speakers on Monday's program were E. Morris Cox of the Oakland School Department and Miss Maude I. Murchie of the State office.

Tuesday's program was given by Miss Murchie, Mr. R. H. Jenkins of the Humboldt Normal, and Mr. Roy W. Cloud of San Mateo County.

On Wednesday President Van Matre of the Humboldt Normal and Mr. Roy W. Cloud made addresses both morning and afternoon.

During the morning session on Wednesday Mr. Cloud explained the organization of the San Mateo County Teachers' Association and an organization along the same lines was formed in Mendocino County. Mr. Good has made a wonderfully successful superintendent and we predict a big future for him in his chosen work. He is zealous in his endeavors to aid the teachers and his desires are meeting with success.

AMADOR COUNTY

Superintendent Sabra Greenhalge held her institute at the quaint and beautiful town of Ione. Here is located the Preston School of Industry, now under the direction of O. H. Close. The faculty took a great interest in the institute and the teachers were interested in the work of the school. Mrs. Greenhalge presided. Superintendent Lawrence E. Chenoweth was one of the principal instructors on Monday and Tuesday. He gave a series of his popular talks. President W. W. Kemp, of the State Normal, spoke on his new program for normal schools. Tully Knoles, president of the College of the Pacific, gave a number of his thought-producing lectures. Winifred Van Hagen of the State Department talked on physical education and illustrated her talk with teachers and others taking part in physical exercises. Miss Van Hagen is doing a wonderful work in physical education and the influence of her sane and sensible presentation of the subject is putting the big program of the State Department of Physical Education across. Harr Wagner spoke on the "Literature of the West," "California History," and in the evening on Amendment 16. The entertainment furnished by the Ione Public School on Wednesday was of special interest. The entire community assembled to hear the children sing and to see their interesting performances. The exercises proved not only the brightness of the school children, but the exceptional skill of the teachers who had charge of the program. Superintendent Greenhalge has a fine spirit of cooperation developed among the teachers and parents, and herself. A spirit of harmony prevailed, and the committee on resolutions were so appreciative of Superintendent Greenhalge's services to the county that a resolution was offered and unanimously adopted that the salary of the superintendent be raised by the next legislature to double the present amount. Amador County under her leadership has splendid schools. The high schools, elementary schools and all other educational activities are efficient.

THE BUTTE COUNTY INSTITUTE

Superintendent Pearle Rutherford called her institute to meet at Oroville October 26, 27 and 28. A most excellent program was planned and carried out. Will C. Wood, Superintendent of Public Instruction, delivered a masterful address—and in the climax, when he gave the promise that his leadership from now on would be to place emphasis on reading, writing and arithmetic, the institute responded in such a way as to leave no doubt in the minds of the people that efficiency in the essentials was demanded at this time. Arthur Chamberlain followed in an interesting address which was well received. In the afternoon Harr Wagner spoke on the Literature of the West and C. M. Osenbough, president of the Chico State Normal, gave a talk touching upon the ethical and spiritual side of the teacher's work. Dr. E. R. Snyder and J. C. Beswick were on the program for Wednesday; also Essae Culver, the county librarian, told of the service that books were to the community. Lawrence E. Chenoweth, superintendent of Kern County, was the principal speaker on Thursday, October 27. He made a hit with his keen shafts of wit, good stories and sound advice, and interpretation of the teachers' problems. There were many interesting

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features at the institute. The reception to the teachers, under the auspices of the Chamber of Commerce, and the musical evening, under direction of Superintendent H. P. Short, was of unusual interest. Oroville, with its finely organized community center work, and Superintendent Short, with his success in getting results in music in the schools, were able to put across a program of very great excellence, and one that will long be remembered. Mrs. Rutherford presided with great dignity, and has won the respect and sincere good will of the teachers.

WESTERN SCHOOL NOTES

William L. Nida, formerly superintendent of River Forest schools, Illinois, and author of Side Lights of the War, Dawn of American History and other books, is now located in San Diego, principal of one of the schools. He is a man of great administrative ability, and we have no doubt that he will shortly be given a position in California commensurate with his ability.

Hon. Will C. Wood will be the principal speaker at the State Teachers' Association in Nebraska at its next meeting.

Dr. H. W. Fairbanks, author of The New Progressive Geographies, and of California, According to the Problem Method, has just returned to his home in Berkeley to complete his new book on geography for the fourth grade. It will be published in January, 1921.

If you are interested in the study of college presidents, then get the Educational Review for November. It has the pictures, a composite, etc., of the notables and those also who are noted except within their own environments. Dr. Frank P. Graves is the editor of the Review.

The Elementary School Review was mislead into publishing an extract of James E. Addicott's Questionnaire. It is understood that the editor will apologize to Mayor Rolph and the Board of Education for giving publicity to a document that was used for local political campaign purposes.

Hon A. C. Olney was a recent visitor to the San Francisco School Department. He is planning for an early meeting of the Principals' Convention.

Prices of Textbooks

John Wiley & Son, publishers, issue an interesting statement that practically applies to all textbook publishers in reference to prices. The average raise in price of 332 books was only 22.8 per cent, and the raise in price on the cost of manufacture was 132 per cent. The price of books, in general, has not increased in accordance with the cost of material and labor.

Miss Clara Dills, of the Solano County Free Library, was one of the principal speakers at Dan White's county institute. Miss Dills is a fine speaker, and has a fine background of splendid service to back up her statements.

America First, a book of one hundred intensely interesting American history stories, by Lawton B. Evans, illustrated by Winter, has been published by Milton Bradley Company, 20 Second street, San Francisco. They offer to send it free for examination. See announcement elsewhere. Write them for copy **now**.

A. J. Cloud, deputy superintendent of the San Francisco schools, was one of the principal speakers at Dan White's county institute. Mr. Cloud has a fine background—rich in practical school problems—and has a keen interpretation of the teachers' work and duties.

Berkeley, October 1, 1920.

Now that we are formulating plans for the Summer Session of 1921, may we not ask you for suggestions that will aid us in making up our programme? The **Intersession** (at Berkeley), **May 9 to June 18**; the **Summer Sessions** (Berkeley and Los Angeles), **June 20 to July 30, 1921.** Do you know of others who may be interested in receiving our bulletins for 1921? Use the enclosed card for your reply.

Dean of the Summer Sessions,
University of California.

The School Board Journal, published by Wm. Bruce, has a unique and interesting cartoon of Fred M. Hunter, superintendent of the Oakland schools and president of the N. E. A.

The domestic science teachers will be interested in the announcement of Caswell's Coffee. Geo. W. Caswell is a man who puts sentiment into business, and succeeds. He has established modern business service in all departments of his large business. When you visit San Francisco, call at his place and take home with you the National Crest brand.

Pupils Strike at Upset Geography

Paris, Oct. 23 (By Universal Service).—School children of the lower grades are going on a strike in many schools in France as a protest against the study of geography. Led by a few older pupils, these modern strikers declare they do not wish to waste time learning the geography of Europe until conditions are more or less definitely settled.

"It is ridiculous to make children learn by heart the names and capitals of all the new countries," says the spokesman of the movement, a boy of sixteen. "When I think of all the trouble I had learning the map of Europe once I balk at learning it over again until it's permanent. And I want to spare my fellow pupils from that torture."

Why not use Dr. Fairbanks' New Progressive Geographies According to Problem Method? The children will love the study of geography then, and get intellectual power.

James Ferguson of the Chico High School was one of the speakers at the Tehama County Institute. "Jim" has a fine speaking voice, a keen sense of humor, and a clear understanding of the needs of teachers and schools.

Eliza D. Keith of San Francisco won great laurels as a forensic speaker during the campaign on charter amendments in San Francisco. Miss Keith is a woman of broad culture and great ability as a writer, speaker and teacher.

The San Francisco Board of Education will hold a competitive examination for teachers' positions December 21-22. The teachers are elected in the department without political influence of any kind, and teachers who are contemplating making a change should take the examination at this time, as there will be needed a large number of new teachers at a good salary at the opening of schools in August, 1921.

The Silent Readers, by Lewis & Rowland. John C. Winston Company, Philadelphia, publishers. Knight & Harper, 1009 American National Bank Bldg., San Francisco, California, agents for Pacific Coast.

The Silent Readers strike a new note in educational publications. The authors did not plan to compete with other well known readers, but to supplement the well-nigh universal feature of reading out loud in school, with the almost universal plan of silent reading out of school. Then why not systematize silent reading in school, selected, supervised and taught the same as oral reading? These books recognize the great importance of silent reading. The importance of speed is emphasized throughout the book. The Fourth, Fifth, Sixth, Seventh and Eighth Readers comprise the set. The stories, poems and narratives are carefully selected from the rich and fertile fields of the best literature of the world. The editing is well done, and the printing and binding, like all of the Winston books, are well done. Knight & Harper will certainly have no trouble getting the attention of teachers and boards of education on this excellent text. Address, for copies for examination, Knight & Harper, 1009 American National Bank Bldg., San Francisco, California.

The State Board of Education will meet the week of December 6th at Sacramento. It is reported that it will discuss at this time the question of geographies.

ENAMELAC
The New Air-Drying Art Enamel. Requires no Firing.
"Enamelac" is a heavy water-proof Enamel paint that hardens without firing. Works on glass bottles, tin cans, wooden boxes, articles of Parisian Ivory, toys, etc. Made in 20 colors. Price per can, 25c. By mail, 30c. "Enamelac Outfit" complete with brushes, etc. in wooden box. Postpaid $3.50.
Send for Color Card and Descriptive Circular. *Do you know "Permodello?"*
THE PRANG COMPANY 1922 Calumet Ave., Chicago 30 Irving Place, New York

DON'T BOSS

The school conditions make the habit of bossing easily acquired. It is the short road to apparent success. Leadership is a long way, bossing is a short way.

I have seen them tame wild horses in a corral in Arizona. Horses that had never known shelter, had never smelled grain, had never felt the hand or heard the voice of man had been corraled.

A mounted master with the lasso singled out a horse for the taming. One lasso caught the nigh fore foot as the animal trotted around the enclosure, another went over the head. Then the first lasso was skillfully thrown over on the other side of the horse and like a flash of lightning one rope threw the horse with a crash and the other choked him breathless. Then as the almost lifeless horse lay there the tamer loosened the throat leash a little to see if the spirit of the animal was all gone. Then before he breathed naturally he was bridled. The animal was conquered and led out. He was subdued forever, but he was never much of a horse. He was safe but spiritless.

I once saw the world-renowned horse tamer make an equally wild horse safe and at the same time more spirited than ever. He was longer about it than the tamer of the plains, but he had a radically different product when the taming was over.

Bossing is the short route to control, but leadership is the only sane way.

Some years ago a contractor was relaying the Burlington tracks near Shenandoah, Iowa. A gang of twenty men were doing the work.

One morning Mike, a popular member of the gang, was promoted to be foreman, and all rejoiced. It was a day of delight for all until the noon hour when Mike said:—"You are all discharged."

"Oh," they said with one voice, "we have had such a happy forenoon, Mike."

"This is business and not sentiment. Do you understand that you are all discharged?"

"Sure, if you say so."

"Then come back at one o'clock. I wanted to show my 'autority.'"

In the very nature of the case a teacher feels the necessity of showing "autority."

But this is not the age of the world for the reign of the boss.

The sudden collapse of the Kaiser was at the same time the collapse of Germany, the collapse of autocracy everywhere, the collapse of bossism in school and out.—A. E. Winship in Danger Signals.

DON'T GIT SORRY FER YERSELF

Don't go and git sorry fer yerself. That's one thing I can't stand in nobody. There's lots of other folks you kin be sorry fer 'sted of yerself. Ain't you proud you ain't got a hairlip? Why, that one thought is enough to keep me from gittin' sorry fer myself.—Mrs. Wiggs.

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GOATS' MILK AND ROSE LEAVES FOR ICE CREAM

Ice cream made of goats' milk and flavored with rose leaves is the delicacy par excellence of Greece and Crete, according to an American Red Cross worker recently returned from abroad. To Americans, whose palates are attuned to the rich, creamy product of the Jersey cow, the goats' milk ice cream doesn't sound very delectable. But flavored with rose leaves, it is really delicious, 'tis said. If such epicurean delight can be compounded from the milk of the goat, why not try adding fresh rose leaves to the American brand of ice cream? It might prove as popular as "Caramel Sundae" or "Banana Surprise."

Goats' milk is whiter than cows' milk and ice cream frozen from it has almost the blue tinge of skimmed milk, unless colored by the petals of the rose. Its flavor is peculiar, but to the citizens of Mitylene it has no peer.

THE RED CROSS OF THE FUTURE AND THE SERVICE MAN

The primary obligation of the American Red Cross is to the Service Man of the Army and Navy. Five duties still remain:

First.—To stay with the Army of Occupation, comprising about 17,000 officers and men.

Second. To continue in the hospitals of the Army, the Navy and the Public Health Service where there are more than 26,000 men, many of whom will be retained there for months and some for years, and carry on recreational and social work.

Third.—To keep in touch as an Advisory Organization with the discharged men of the Army and Navy, and be ready—not in the way of financial aid, but what is worth more—to contribute kind advice and friendly assistance.

Fourth.—To carry on the work with the families of soldiers and sailors and for the community at large.

Fifth.—To care for those blinded in the crash of war, a Service turned over to the Red Cross by the Government.

"Am I my Brother's Keeper?" is the stammering alibi of sordid selfishness. Answer the call of your Red Cross, which holds its Fourth Roll Call November 11-25, and fulfill your obligation to the brother who is still with Uncle Sam.

EXTENSION COURSE FOR TEACHERS PLANNED

An extension course for teachers will be opened in Marysville, it was announced by C. M. Osenbaugh, principle of Chico State Normal School, October 16. Other cities of the Sacramento valley will also have the course if they desire. Work will be offered in English, mathematics, history and government history of education, school administration, phychology and sociology, etc.

Gentleness and cheerfulness, these come before all morality; they are the perfect duties. If your morals make you dreary, depend upon it they are wrong. I do not say "give them up," for they may be all you have; but conceal them like a vice, lest they should spoil the lives of better and simpler people.—Robert Louis Stevenson.

There will be an interesting exhibit of

New Winston Books

on a new plan at the meeting of
The C. T. A., Southern Section,
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THE LEWIS & ROWLAND SILENT READERS
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WHEN THE BIRDS GO NORTH AGAIN

Oh, every year hath its winter,
And every year hath its rain—
But a day is always coming
When the birds go north again.

When the leaves swell in the forest,
And grass springs green on the plain,
And the alders' veins turn crimson—
And the birds go north again.

Oh, every heart hath its sorrow,
And every heart hath its pain—
But a day is always coming
When the birds go north again.

'Tis the sweetest thing to remember
If courage be on the wane,
When the cold, dark days are over—
Why, the birds go north again.

—Ella Higginson.

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Extracts From a Rural School With a Wallop

THE CHAFFEY SCHOOL IN CALIFORNIA FITS ITS TEACHING TO ITS DISTRICT'S NEEDS

By Freeman Tilden

Now you don't have to tell me that this title is terribly undignified. I know it. I can see conservative pedagogues all over the country throwing up their hands and swooning into the wastebasket when they read it. It is raw. It is slangy. The idea of a place of learning carrying a wallop in its mitt!

Nor is it my intention to take a swing at our educational system in general. Probably no part of our civic life comes in for so much faultfinding in the course of a year as the public school system; yet, if you have noticed, the faultfinders seldom have any constructive program to suggest. The truth is that our schools in general are building up in one vital respect, the country over—that is, in making the education fit the pupils rather than squeezing the pupils into an educational mold.

Due primarily to the fact that they have more money to work with, the city schools have been able to offer far greater advantages in every respect than the rural schools. There may be those who say that some of the country's greatest men have come forth from little schoolhouses where they learned the three R's—readin', writin' and 'rithmetic. No doubt of it. We know it well. Yet year after year I have heard this statement from the lips of successful and prosperous farmers who were pulling up stakes to move nearer town.

"Oh, we're sorry to leave the farm, of course, but our children are growing older now, and they want the advantages of the children in the bigger places." And so they sell the old place where they have done so well and move into a congested center where they will perhaps never be entirely happy—and the loss is both theirs and the country's.

A Long Name and Short Creed

Thus it is that anyone who can bring the advantages of the urban school out into the rural districts without straining too hard and without a prohibitive cost to the farmer is not only doing a tremendous service to the farmers, but may be rated, I believe, with the biggest benefactors of our time.

At this point I introduce to your attention the Chaffey Union High School and Junior College of Agriculture, of Ontario, California.

This is a school with a long name and a short creed. Chaffey is pronounced "Chayfee." The school is pronounced by visiting educators as the most forward-looking rural school in the country. I cannot say as to that, but I can say with truth that in my journeyings for The Country Gentleman I have never met with anything like it, and I have often heard the wish for such a school fervently expressed.

I said Chaffey School has a short creed. It is this: To take the best modern education to those who, through no fault of their own, cannot go after it. I think that, essentially, is the idea. But it works out in many wonderful and ingenious ways, as we shall see on investigation.

The principal of the Chaffey School is Merton E. Hill, B.S. and A.M. When I met Mr. Hill he was standing on the campus, just outside the administration building, and at first I did not know whether he was one of the citrus growers of the vicinity or an Ontario business man. His B.S. and A.M. were not visible. In other words, he did not resemble the schoolmaster I used to know—the faithful but severe gentleman who used to give me a rap on the knuckles with his B.S. and remark that I could remain after the A.M and until late in the P.M.

The master of a new school like Chaffey has, indeed, to be more or less of a business man. I have not the slightest doubt that this schoolmaster could conduct a business with far greater personal profit than he conducts a school. But after spending an afternoon with him I can also see why he sticks to this work. His heart is in it because he has the imagination to see that he is guiding the stumbling feet of the future. There is nothing more thrilling or adventuresome than that. And what I have said of the principal applies to those of the faculty with whom I talked. They are heart and soul for the new rural school—the one that will keep boys and girls on the farm and make not only good farmers and farm wives of them, but, as must follow, the best citizens, too.

The reasons I compared the principal with the best type of business man are several: First, in that he has to make quick and sound decisions. This is necessary because the whole school idea is in a fluxion and a creation. The old kind of schoolmaster never made any decisions at all. He did not have to. The course of study was laid out, and was as unchanging as a trade wind.

Meddling With the Elements

This is the Chaffey idea, in one phase though. "What we want to do is to go right out into the sand with our school. And we are doing it," Principal Mill remarked to me.

Right out into the sand! That sounds like slang—like saying "right out into the tall timber," or something like that. But no. It is literally true, for, you see, the Chaffey School is located in one corner of San Bernardino County, and much of the school district is in a region which has been reclaimed from the desert within a few years. In fact, there are places within the school district where, after a "Santa Ana," or severe northwest wind, the dwellers hustle outdoors to relocate their real estate holdings. The contour of the country changes frequently.

Well, and what can Chaffey School do about this? Is this remarkable rural school so departing from the austere curriculum as to meddle with the elements? Yes, yea, verily, that is just what Chaffey is doing. Chaffey figures out that it is not merely a school. It is a guiding spirit for the welfare of a big agricultural area. It is not in existence merely to educate the minds and hands of the farmers' children. It sees as part of its work the betterment of the homes in which they are going to live and the taking of gamble out of their farming. So, in the salt-covered seedling houses of the Junior College, right back of the main school buildings, I saw 100,000 white-gum—a kind of eucalyptus—tree seedling growing up to the required size to be sent out to the sand and planted as windbreaks, to stop these annoying real estate changes. A local beet-sugar company is growing another 100,000, in conjunction with Chaffey. The 200,000 trees will be freely distributed to those who need them.

To go back for a moment to those disabled young soldiers being sent out to the country's schools for rehabilitation. Chaffey seems an ideal place for this work. For this rehabilitation work presents peculiar difficulties. A good many of the poor chaps who were badly disabled feel that the Government is not really interested in them. This is obviously an error, caused by the red tape and clumsy handling of a big and new problem. It is certain that these young fellows need not only the educational chance but also a sort of brothering helpfulness and guidance to stimulate their interest and ambition. This is where Chaffey shines. This is the specialty of the Chaffey School in its own field, and it does not find it hard to reach out and include a few soldier boys who are hard up for help.

For instance, I saw on entering one of the buildings on the campus a roomful of the ex-soldiers listening attentively to the dean of the Junior College, initiating them into the mysteries of citrus culture. And in the big, well-lighted woodworking room I saw a stack of bechive material on which another soldier had been working. This latter case is so appealing, and at the same time so stimulating, that I am going to tell a little about it.

Among the soldiers who came to be rehabilitated was one bright young fellow hobbling on one leg and a crutch. Half the other leg had been torn off by a fusillade of German bullets as he was rushing a machine gun nest somewhere in France. There had been no time to take him to the field hospital, so a hasty amputation was made on the field. Unfortunately the hasty work was not well done, and after this soldier came to Chaffey School the leg began to give him severe pain.

Chaffey's Forward-Looking Founders

However, they took him in hand and went through a list of subjects of agriculture from which he could pick the work in which he felt most interested. He settled on bee culture. Something about the way the keeping of bees was put up to him, probably, caught and held his interest in that really fascinating line. And he went to work with a will, in the woodworking rooms, to make, all by himself, thirty hives according to instructions. Then it became necessary to take him to a hospital for a second amputation of the wounded leg. The evening before I arrived at Chaffey the operation was performed successfully.

I observed that Mr. Hill, the principal, and the other teachers were as pleased about the gritty young chap as if he had been one of their own. And the young soldier, on the other hand, was tossing rest-

lessly round in bed, straining to get back to his beehives. I tell this incident because I think it underlies the success of the work of the school. They have the power, this crowd, of transmitting the juice of enthusiasm without loss along the wires.

Here is how the Chaffey Union High School and Junior College of Agriculture came into being:

Ontario, California, is not a very ancient city. It dates back to 1883, I think, or thereabout. A party of Canadian real estate developers, headed by a family named Chaffey, came from the province of Ontario and decided that this region qualified. I take it they were Simon-pure business men in the matter, but they had splendid vision and imagination. They laid out a main street, for instance, and planted it with shade trees in such proportions that it is now one of the most beautiful thoroughfares in all California.

It was part of the Chaffeys' idea that Ontario should be at some time a cultural center for all that part of the country. So later on a trust fund was given by the founders, to be used as the nucleus for a union high school—to include the towns of Ontario and Upland. But in the meantime, before the school could be built, the two towns had a serious falling out.

Even to this day I found that people in Upland love the people in Ontario just like stepbrothers. So for a long time the trustees could not use the money, as the two places would not kiss and make up and unionize.

Finally, a few years ago, a compromise was reached. The trust fund had grown to $80,000 and made a fine nest egg. The rest of the money for the support of the school is raised by taxation. It costs about $115,000 a year to run Chaffey. Let's see what becomes of the money.

"The school is called the Union High School and Junior College of Agriculture," said the principal to me, "but we are dwelling more and more all the time on the Junior College." Which is another way of saying, perhaps, that the vocational training is more and more pressing ahead of the purely cultural, and also that, responsive to the needs of an almost wholly agricultural county, Chaffey is omitting nothing which could be of avail in teaching good farming, good business, good hygiene, good living and good citizenship. I was glad to see one clear note throughout the school: There was little evidence of pampering. The spirit was not "What can we do for you?" but rather, "What do you want to do? We will help you."

As I see the school, it is something like this: Merton Hill and the other guides looked round them. They saw a big, fast-growing agricultural country, with great opportunities and many peculiarities. It is a specialty-farming region. Like all specialization, the eggs are all in one basket, usually. This means that a specialist must have expert knowledge, or he is not in it at all. Then there was the labor problem. Almost the only labor in sight, for the average grower, is Mexican. Right down in the middle of the district was a great tract wholly given to vineyards—the great Guasti vineyards, on which live hundreds and hundreds of Italians, Spaniards and other foreign-born, almost under the old patron system of Europe—a group of unmerged people with enormous capacity for good or evil, as the wind might blow, Chaffey saw that the wind could be controlled.

Beyond this were the poor farmers—deciduous fruit raisers, many of them, and really poor. There was a long period when the canneries were paying so little for peaches and apricots and the other fruits that bitter poverty was all that many wrung from their holdings. In the past two years these people have become comparatively rich. Comparatively, please observe. But at least they are now reaching out for better things—particularly for better things for their children. Chaffey had to be prepared to meet this.

The agricultural department of the Chaffey School furnishes shrubs and trees and directs the grading and lawning of these little school grounds without direct expense to the small school.

Then comes the question of school supplies. The Union High School is today saving the district schools from twenty to fifty per cent on everything they buy.

It is a big school district in which Chaffey works, and a strangely mixed one. In the far eastern end, toward San Bernardino, is the Etiwanda School, a highly progressive one, and from this school you range downward in the scale of progressiveness to the little school at Cucamonga, surrounded by vineyards and attended by children of every shade of skin from black to olive.

At Etiwanda, in the basement, when we drove out there, an instructor from the Union High School was teaching manual training to a group of little chaps. They were making desks, and the workmanship of some of them, the mortising and tenoning, was remarkably fine.

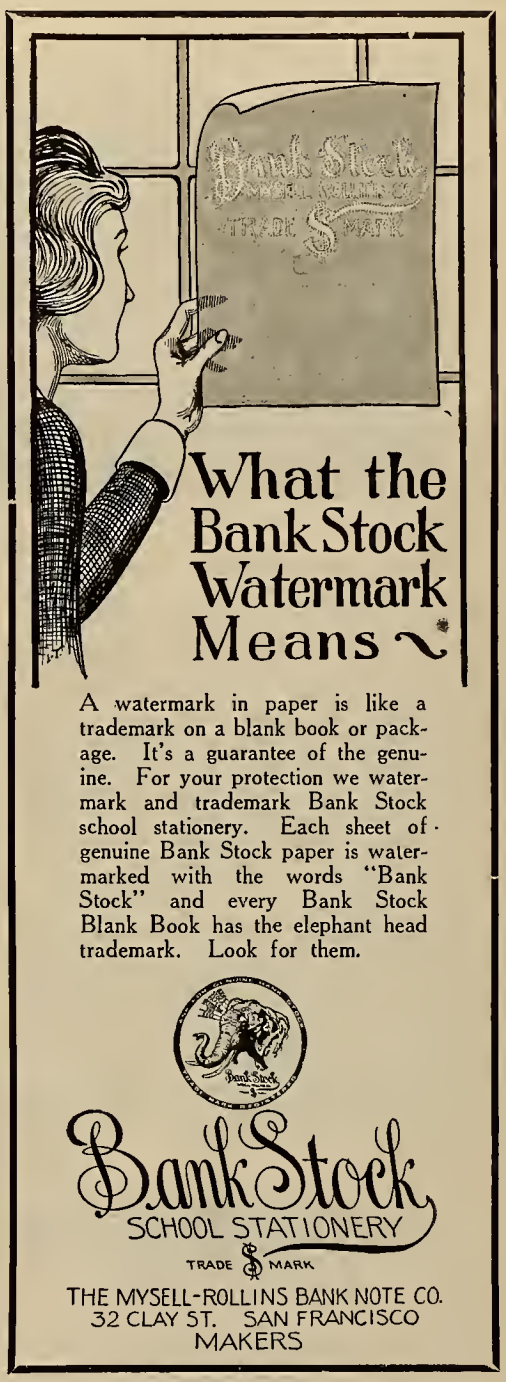
I was curious to know what the merchants thought about the school and its master and its work. So, after I had left Mr. Hill and the others, I sauntered round town and visited, haphazard, four tradesmen on the main street.

The first two men replied briefly that they thought it was a fine thing, and showed enthusiasm, but had nothing further to offer. The third man humphed. He snorted: "Oh, you mean the school that taxes us for the benefit of a lot of wops out in the sand."

The fourth man looked me over thoughtfully a moment, as though wondering just what my game was. Then he said, soberly and reflectively: "I'll tell you what I really think. I think the school is the biggest asset we've got. It's the biggest thing we've got or ever can have. And I know.—From the Country Gentleman, Sept. 25, 1920.

JOHN C. MERRIAM

Dr. John C. Merriam, dean of faculties and professor of paleontology at the University of California, goes to Washington, D. C., to be head of the Carnegie Institute at a salary of $18,000 per year, with four months' time allotted to his own personal research activities. In active service on faculty of the the State University for a quarter of a century, Dr. Merriam has achieved international fame in the field of science, specializing in historical geology.—N. E. Journal of Education.



DR. WILLIAM T. FOSTER

Dr. William T. Foster, former president of Reed College, Portland, Oregon, has become director of the Pollock Foundation for Economic Research, which has been established in New York City. Dr. Foster's permanent address is 109 Sargent street, Newton 58, Massachusetts. Dr. Foster has especial qualifications for such service as is now open to him.—N. E. Journal of Education.

Hon. A. C. Olney, Commissioner of Secondary Education, has sent out a letter calling attention to Sec. 9 of the High School Free Text Book Article. It appears that the text book publishers were not only compelled in many cases to furnish textbooks at pre-war prices, but in many cases to wait for their money for months. The State department, in other words, is insisting on a square deal.

The High School Principals' Convention will likely be called to meet in the bay region, January 4, 5, 6.

BOOK REVIEWS

The Story of Opal—The Journal of An Understanding Heart. The Atlantic Monthly press. Price $2.00.

This is the diary of Opal Whitely, a young girl. The diary covers the period of her life from six to twenty-one. It was written partly on scraps of paper in an Oregon lumber camp. It is written in a fine literary style, and has great human interest. It has been reviewed with great appreciation by leading publications. The book has in it the love of the out-of-doors and the breath of nature, and the keen interest in animals and bird life, not as seen in books or in zoos, but in the woods. The book contains 150,000 words. It is illustrated and printed and bound in a manner to appeal as a library or gift book.

Classroom Management, Its Principles and Technique, by William Chandler Bagley, is the standard book on the subject. Dr. Bagley, who was the principal speaker at the C. T. A. last month in Oakland, proved to be as fascinating a talker as he is a writer, and his History and Classroom Management will have a new interest to the many hundreds of teachers who heard him. No teacher, especially no young teacher, should fail to have "Classroom Management" in his personal library, and libraries that cater to the patronage of teachers should keep it on their shelves.

Short Plays by Representative Authors. Edited by Alice M. Smith. Macmillan Company, publishers, San Francisco and New York.

This book has such fascinating plays as "Six Who Pass," Sutro's "The Man on the Kerb," Masefield's "The Locked Chest," "Tagore's Post Office," and "The Hraun Farm." The book has "service" for the people.

First Book in American History. Chas. A. Beard and William C. Bagley, authors of our new State History. Macmillan Company, San Francisco and New York, publishers.

This is a companion book to The History of the American People by the same authors. The biographical method is followed. Another feature of the text is the emphasis on current or recent history. Women and welfare work has a special chapter. Mark Twain is also given a chapter as the American man of letters; Wilson's Administration; Pershing, etc. The maps and illustrations are also of great value. It is a book that has many appeals, not only from the standpoint of salesmanship, but the standpoint of pupil and teacher. If you send for a copy, please mention this notice.

The World Book Company, Yonkers, has just issued a neat and attractive Handbook on English Composition by Luella Clay Carson, formerly president of Mills College. It is a very practical book. Price $1.28.

CALIFORNIA WILD FLOWERS

Popular Studies of California Wild Flowers. By Bertha M. Rice and Roland Rice. For sale at book stores. Price $2.50, with hand colored plates $10.00.

Mrs. Bertha Rice and her son Roland Rice are to the flowers of California what John Muir was to the trees. The authors have gathered together a series of flower stories and illustrations, making a book of 125 pages, bound artistically and presented in an attractive form. Mrs. Rice and her son are directors of the Annual State Wild Flower Exhibit, and know flowers. This book should be in every library in California. Children in our schools should be taught to know and love flowers. These stories with illustrations will inspire children to love our California wild flowers.

COMRADES OF THE DESERT

"Comrades of the Desert" is something new in the way of stories for boys. It opens the door to a new land where primitive life is truly lived by the people of today. That land is the Mojave desert in California. Four boys, having an ambition to go to the high school and having no means to gratify their desire, proceed to earn the money for their own education. How they do it is the story which reveals desert life as it is actually lived today by people there. The boys run the gamut of desert experiences, trapping coyotes, saving a mining claim, riding the range, helping at the rodeo, and finally corralling burros and driving them over the desert and through the mountains to sell in Los Angeles. Side lights of desert life, and scraps of useful information which blend well with geography and history, are interwoven in the tale of these lads—Jolly, Sam, Grant and Bob, who Lean Jim describes as "the kind the desert breeds." If it is true, as educationalists claim, that the growing child lives through the experiences of the human race in growing, then the restless and adventurous nature of the boy will be fully gratified in reading "Comrades of the Desert," for the book is so thoroughly normal and sane in its portrayal of boys with ambition. Do not read "Comrades of the Desert" with the artificial ideas of cities and civilization—but open the book and step into the "land that God forgot" and see what pioneers of that land are doing. The author, Ruth Thompson, taught the Red Rock Canon School in Kern County and gathered her material first hand. Her success as a writer secured her a position on Bakersfield Echo, and at the present time is a leading member on the staff of the San Francisco Chronicle. Harr Wagner Publishing Company. Price $1.45.

The Boise Survey, by J. B. Sears, Stanford University; J. Harold Williams, of Whittier Reform School, and W. W. Proctor, has been issued by the World Book Company. Price $2.25.

The Survey meets a need, as it is the study of a school system of a small city of 35,000 population. The work shows evidence of careful and intelligent work. However, like all surveys, the authors recommend more expert supervision, more taxes, and are rather silent as to the need of greater efficiency in reading, writing and arithmetic.

Carnahan's Short French Review, Grammar and Composition, has just been published by D. C. Heath & Co. Price $1.20.

The book is an up-to-date review of the essentials of French grammar. It is arranged in sixteen lessons.

Government and Politics of France, by Edward McChesney Sait, Professor of Political Science, University of California. The fourth volume in the series of Government Hankbooks, edited by Dr. David P. Barrows, President of the University of California, and Thomas H. Reed, also of the University of California. Cloth, XV; 478 pages; illustrated. Price $2.60. Yonkers-on-Hudson, New York: World Book Co.

The fourth volume in this series of college textbooks on government is the only book written in English that describes the structure and practical working of the French government as it is today. Conditions up to the elevation of Paul Deschanel to the presidency and the appointment of the Millerand cabinet are treated.

A Midsummer's Night's Dream—Shakespeare, edited by Clarence Stratton, is the latest volume in Lippincott's Classics. The introduction is especially interesting to students, and the questions are apt and of unusual value, while the notes are most excellent.

College Botany, Structure, Physiology and Economics of Plants, by Dr. M. T. Cooke, is a book of 400 large pages, fully illustrated and published by J. B. Lippincott & Co., Philadelphia, Pa.

The work is the outgrowth of the author's classroom teaching. It meets present conditions. It is intended as introduction to move more advanced courses. The index is very complete, the illustrations are of rare value, and the book, like all of Lippincott's books, is remarkably well printed. In fact, the Lippincott's books in the year 1920 surpass those of all other publishers in fine quality of workmanship displayed.

The Principles of Education, by Jesse H. Coursault, Ph.D., of the University of Missouri. Silver, Burdett & Co., publishers.

The author states that this book is the outgrowth of twelve years of classroom instruction and work in the training of teachers. It is a book of 468 pages and is planed for textbook use. It belongs to the class of books that have the involved statement—the direct statement is missing. Dr. Coursant uses the word "teleological" as though he enjoyed it. There is also an absence of Anglo-Saxon words. However, it is very difficult to appear learned and use simple words, so it is hardly possible to expect the author of "The Principles of Education" to compete in English with the author of the "Purple Cow." It is all very interesting to those who enjoy the Orientation of language in its application to principles of the human mind. However, we cannot leave this book which represents so much labor and such an interesting study of education without quoting the lament of Hamlet—"Words, words, words."

The Story of the American Red Cross in Italy is an interesting presentation of the wonderful work of the Cross at the Piave and elsewhere. It is written by Charles M. Bakewell, and published by Macmillan Company.

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SCHOOL NOTE

Some time ago the publishers authorized an edition of the Beacon Primer and Chart in the Hindu vernacular for use in India. This edition has been sold out and the London office of Ginn and Company has taken over the responsibility for a new edition, which will be printed in India. Another edition in Urdu is practically ready. Ginn's London office recently received a copy of an advertisement for a teacher which read as follows:

"One who can teach by modern Method."
Method."

This experiment with The Beacon Method in the vernacular of India has aroused a great deal of interest all over the country an has accomplished in a few months what the other methods spent a year and somewhat longer in accomplishing.

SELECTING TEXTBOOKS

Hubert Wilbur Nutt, in his recent book on "The Supervision of Instruction" deals with the selection of textbooks as follows:

1. Is the text organized in keeping with the purpose for which the course is being taught?

2. Is the text adapted to the specific school field in which it is to be used? For example, is it a strictly high school text, or has it been compiled with a view of filling both a high school and junior college demand? Too many textbooks have been prepared for commercial purposes; hence, they are not the best for any one specific field.

3. Is the text organized as a device, and as such does it measure up adequately to the principle and criteria for determining the selection of devices?

4. Is the text organized in the form of clearly conceived problems of method in teaching? If so, is its organization psychologically sound as to the type or form of method problem that is adapted to the particular group of pupils that will use the text?

5. Is the text made of the kind of paper and is it printed in the kind of type that enable it to meet the sanitary standards of favorable visualization? The statement of the supervisor should give a critical resumé of the weaknesses and the excellences of the textbooks used, in the light of above principles.—School Board Journal.

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BOOK REVIEWS

Le Crime de Sylvestre Bonnard, by Anatole France, is the latest book in the Heath excellent Modern Language Series. It is attractively printed and edited, with notes and complete introduction.

Palmetto, by Stella G. Perry. Published by Frederick A. Stokes & Co., New York.

This is a beautiful story beautifully told by Mrs. Perry. Many of our readers will remember Mrs. Perry, for during the year 1915 she was one of the most charming women at the many functions of the Exposition. The book reflects her fine quality of mind and spirit. Her delightful personality and intimate knowledge of character is revealed in the novel. There is a tangled web, enough of action, and real romance in the pages to make the book one of both pleasure and happiness to the reader. It is a novel that should be in our county free libraries for use of young people. It is romantic, pure, interesting and reveals a delightful spirit in human nature.

Economics for Upper Grades, by Charles F. Dole; 99 pages; 56 cents. D. C. Heath & Company, Boston, New York, Chicago.

Nearly every American has come to realize that much of the social unrest is due to a lack of understanding of the principles of economics. Progressive schools are beginning to seek means of enlightening the coming generation regarding the unchanging laws of society and economic progress.

In an elementary text of this kind no attempt is made to go into detail, but the discussion is extensive enough to make clear the fundamental basis upon which society rests and the conditions under which economic progress is made. The spirit of the work is especially modern, stressing the necessity of co-operation and mutual understanding.

Modern French Composition for Secondary Schools and Colleges, by Phillipe De La Rochelle of Columbia University, has been published by G. P. Putnam's Sons, New York.

The author, in a four-page preface, gives a number of interesting reasons why the book will be of service. Teachers will undoubtedly find this an interesting and useful book.

Productive Farming, by Kary C. Davis. J. B. Lippincott Co., publishers.

This is the fourth edition of this book, revised and enlarged, and brought up to date. This book meets the needs of rural schools, graded village and city schools, chiefly below high school rank. It contains over 400 pages, is illustrated effectively, and is well arranged. The text is clear, the topics definite, and the entire subject of productive farming covered in such a manner that it will be of great value to the boys and girls. This is one of the best books in the great series of agricultural books issued by the Lippincott Company.

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WINGED SEEDS

Of late the air is full of flying things:
Home-making linnets, busy with romance,
New-risen butterflies that flit and glance,
And downy elm seeds trying out their wings;
Quite frequently is heard the whirr which brings
The airplane near, and searching the expanse
From side to side, we note the swift advance
Of man-made bird which through the ether sings.
The task of these has been to practice war
From the adjacent camp of Mather Field;
But now, most happily, war measures yield
To arts of peace, and monster planes fly o'er
The land, depositing their human freight
And friendly letters—seeds of love for hate.

From Library Windows, by Retta Parrott. April the 14th.

THE FIRST RAIN

Now comes the first day of the year for me,
And heaven responds by sending the first rain:
Dust from the trees and cobwebs from the brain
Are washed away; the weeks of travel free
O'er open road, and mountain trail, and sea,
Have helped the mind and body to regain
Their wonted vigor, and with might and main
Take up the routine of the year to be.
What matter that the sky is lowering,
Dark with the mottled gray of nimbus clouds,
Or that a robe of faded green enshrouds
The elms, which were so rich a dress in spring?
The Lord is mindful of impending dearth
And sends an early rain to bless the earth.

From Library Windows, by Retta Parrott, September the 1st.

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NOTICE OF EXAMINATION

Notice of Examination for Teachers' Positions in the San Francisco School Department.

Notice is hereby given that a teachers' competitive examination for positions in the San Francisco Elementary Schools will be held on Monday and Tuesday, December 20th and 21st, 1920. Successful candidates under contract elsewhere will not be required to accept appointment in this Department until August 1, 1921.

For further information apply to Secretary Board of Education, City Hall, San Francisco.

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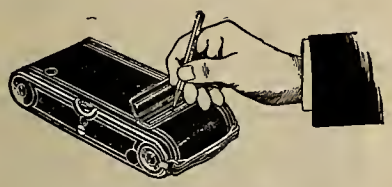

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WHY SING?

You smile and ask me why I sing?
'Tis easier to sing than tell—
I only know there is a string
So superfine, its music brings
A plaintive voice, on gifted wings,
That tries to sweeten wormwood tears—
I only know a tender strain,
Sent sweetly through my wayless night,
Entrances me; and then I write
And sing a yearning song again.
I only know a golden lyre
Gleams yellowly, whose every wire
Pours poetry along the glisten—
That I stand riveted and listen;
And so my soul on timid wing
Begins in trembling tone to sing.

Introduction to Poems of Golden West, by William Darwin Crabb.

NOBLE CALIFORNIA

The teachers of California have made a great campaign which has eventuated in a notable triumph. They planned for one of the best school amendments to the constitution ever proposed in any State. It carried with it vast new sums for public schools from the State treasury. Naturally anti-tax interests opposed it, but the State Department of Education led off heroically and all public school people, especially county and city superintendents, waged a skillful as well as an ardent patriotic campaign, and as a result the people of California carried the constitutional amendment for public school support by a vast majority.

So far as we can estimate this will give California the largest State support for public schools of any State in the Union, and of any country in the world.—Dr. A. E. Winship.

I am an American! My father was an Atom of dust, my mother was a Straw in the wind of His Serene Majesty. One of my ancestors died in the mines of Siberia; another was crippled for life by twenty blows of the knout; another was killed defending his home during the massacres. The history of my ancestors is a trail of blood to the palace gate of the Great White Czar. But then the Dream came—the dream of America. In the light of the liberty torch the Atom of dust became a man and the Straw in the wind became a woman for the first time. "See," said my father, pointing to the flag that fluttered near, "That flag of stars and stripes is yours; it is the emblem of the promised land. It means, my son, the hope of humanity. Live for it—die for it!" Under the open sky of my new country I swore to do so; and every drop of blood in me will keep that vow. I am proud of my Future.

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Throughout the undulating limbs there drives
Smoke from a Chinese laundry, which survives
Among the buildings of the civic plant:
But, dimly seen as background to the whole,
There stands the Labor Temple, firm and strong;
Will it be equal to the task which long
Has exercised it, practical control?
A prayer must arise from every sincere heart
That Labor will with grace perform its part.

April the 25th.

From "Library Windows," by Retta Parrott.

Miss Pence of the Polytechnic High School, San Francisco, during the campaign did splendid service in bringing forth facts and figures proving the high standard of the Girls' High School, Lowell High School, Mission High School, and others.

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- Gager "Laboratory Guide" (1919)
- Gager "Evolution and Heredity in Plants" (1920)
- Gager and Olive "Agricultural Botany" (1920)
- Robbins "Botany of Crop Plants" (1917)
- Palladin - Livingston "Plant Physiology" (1918)
- Harshberger "Plant Mycology and Pathology" (1917)
- Harshberger "Pastoral and Agricultural Botany" (1920)
- Stevens "Plant Anatomy" (1916)

CHEMISTRY
- Bailey "Food Chemistry" (1914)
- Bailey "Laboratory Experiments in Food" (1915)
- Bailey and Cady "Qualitative Analysis" (1916)
- Clowes and Coleman "Qualitative analysis" (1918)
- Tower "Qualitative Analysis" (1915)
- Hawk "Physiological Chemistry" (1918)
- Molinari "Industrial Chemistry" Inorganic, (2nd Ed., 1920)
- Molinari "Industrial Chemistry" Organic" (1920)
- Smith "Electro-Analysis" (1918)
- Stoddard "Organic Chemistry" (1918)
- Cook "Laboratory Experiments in Organic Chemistry" (2nd Ed., 1920)
- Wiley "Foods and Their Adulteration" (1917)
- Wiley "Beverages and Their Adulteration" (1919)

MATHEMATICS
- Neufeld "Elementary Algebra" (1920)
- Barker "Plane Trigonometry" (1917)
- Roray "Industrial Arithmetic" (1917)

GENERAL SCIENCE
- Brownell "General Science" (1918)
- Clute "Experimental General Science" (1917)

PHYSICS
- Tower, Smith, Turton and Cope "Physics" (1920)
- Ahrens, Harley and Burns "Practical Physics" (1917)
- Duff "Textbook of Physics" (1916)
- Masius "Problems in Physics" (1917)
- Crowther "Molecular Physics" (1919)

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Vol. XXVI. No. 2 SAN FRANCISCO, DECEMBER, 1920 Price, 15 cts.

MEETINGS

Bay Section the California Teachers, Association; W. T. Helms, Richmond, Cal., President; W. L. Glascock, Secretary.

Northern California Teachers' Association, Ella McCleary, President, Sacramento, Cal.; Mrs. Minnie O'Neil, Secretary.

Central California Teachers' Association.

Southern California Teachers' Association, Merton E. Hill, President, Ontario; Dr. E. A. Wilson, Secretary, Los Angeles.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs. Mrs. M. R. O'Neil, Sacramento, Cal., President; Mrs. I. M. C. Smith, Sacramento, Cal., Secretary.

Central Coast Section the California Teachers' Association; R. L. Bird, San Luis Obispo, President; G. A. Bond, Santa Cruz, Secretary.

California Education Officers, Sacramento, Cal., Hon. Will C. Wood, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Albert C. Olney, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Stanley B. Wilson, Mrs. Agnes Ray, George W. Stone; Elizabeth R. Phillips, Porterville.

The Western Journal of Education

HARR WAGNER, Managing Editor.
OFFICIAL DEPARTMENT — Official News and Articles furnished by Will C. Wood and other members of the State Department of Education.
ALICE ROSE POWER, School Director, City and County of San Francisco, San Francisco, Associate Editor.

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ITEMS OF PUBLIC INTEREST FROM PROCEEDINGS OF THE STATE BOARD OF EDUCATION, DECEMBER 6 - 11, 1920.

The State Board of Education met in regular quarterly session in Sacramento, December 6-11, 1920, meeting with the regional conference on education, under the direction of U. S. Commissioner P. P. Claxton, the earlier part of the session.

Mrs. May L. Cheney, appointment secretary, University of California, presented a report on the amount spent by the normal schools and the University of California for teacher placement. Mrs. Cheney suggested the possibility of co-operation between the credentials department of the State Board of Education and the bureaus that exist in the state normal schools and the university, making available information that is collected in the credentials office. The matter was referred to the credentials committee, the Cabinet and Mrs. Cheney for careful consideration and report at some future time.

In the case of Mrs. Jean S. Smith, an applicant for a state credential, who stated that she is a Scotch Covenanter or Reformed Presbyterian, and, on account of her religious convictions, objected to signing the oath of allegiance which is required of all applicants for teachers' credentials, the board granted her permission to precede the oath of allegiance with the words "Acknowledging the Lord Jesus Christ as the source of all authority." The board denied her request to change the oath by striking out the word "constitution" and substituting therefor the word "country."

A motion was unanimously carried that the offer of the California Teachers' Association to supply funds for the purpose of securing a survey of the teacher history records collected by the Teachers' Retirement Board be accepted and that the thanks of the board be expressed to the California Teachers' Association. The purpose of the survey is to furnish data on which to base amendments to the retirement salary law.

The executive secretary was authorized to arrange as speedily as possible for the employment of an actuary to review the data contained in the teachers' histories now in possession of this board.

Miss Ethel Richardson, assistant superintendent of public instruction in charge of Americanization, reported that she has been devoting her time to the problem of training teachers for Americanization work. This includes not only the teaching of adults but also the teaching of the children of aliens. Miss Richardson stated that she would prepare a definite program for submission to the normal school presidents.

Information had been received that the Better America Federation is attempting to distribute to the schools a pamphlet entitled "America is Called." Superintendent Wood was requested to send out a letter to the city and county superintendents of the state calling their attention to the law which provides that the consent of the State Board of Education, or of local boards of education, must be secured before any propaganda literature of that character can be distributed in the schools, and conveying the further suggestion that, if local school authorities were in doubt as to what could be properly distributed in the schools, they consult with the state department of education.

The suggestion having been made of a transfer of Miss Ethel Richardson from the Immigration and Housing Commission to the jurisdiction of the State Board of Education, Superintendent Wood and President Clarke were made a committee to take the matter up with the Board of Control and the Immigration and Housing Commission.

Superintendent Wood submitted the following statement from Stanford University:

"Recommended graduates of approved state normal schools where the normal training has been preceded by a full four years' high school course, or where high school and normal school course together cover six years' work, may ordinarily be granted an advanced credit of sixty-seven units; in the case of California state normal schools, beginning with the 1921 graduating classes, the amount of advanced credit may be increased to ninety units, provided in the judgment of the committee on admission and advanced standing the courses taken by the student are substantially equivalent to the work of the lower division of the University."

Superintendent Wood stated that favorable reports are expected from the University of Southern California and Pomona College concerning full recognition of the two-year course of the normal schools.

It was suggested that in order to reduce the number of fees required of teachers, a bill might be presented to the legislature that county boards shall register a state board credential and issue a certificate without a fee. However, it was the opinion of the board that the county superintendents of schools should be consulted before definite action is taken.

A communication from Mrs. Sara J. Dorr, president of the Woman's Christian Temperance Union of California, was read, in which she called attention to the alarming extent to which the cigarette evil has grown, particularly among the young people, and requesting that the State Board of Education send out a statement placing upon the people of each community their responsibility for the enforcement of the law which forbids the sale of tobacco in any form to persons under the age of eighteen years. The matter was referred to the Cabinet to suggest a plan of action, with authority to take such steps as they might advise to promote the enforcement of the present law and to check the evil.

Mr. A. C. Olney, Commissioner of Secondary Schools, was granted leave of absence to attend the superintendents' convention at Atlantic City in February, 1921.

A communication from President Wilbur of Stanford University was read, in which he stated that they are having difficulty at Stanford University in connection with their scientific work because the entering students have not had their elementary German in the preparatory schools. He hopes that the board will feel that they can leave this matter in the hands of the local school authorities, so that conditions, as far as language teaching is concerned in the state, may resume their pre-war status. The letter was referred to the Cabinet, with the request that a report be made at the April meeting.

The following resolution was adopted:

"Resolved, That the State Board of Education hereby authorizes high school principals to graduate in exceptional cases up to July 1, 1921, students who, although in California schools last year, received no notice of the new requirements and who fail in some minor respect to meet the minima required; provided, that in the case of students so graduated recommendations to higher institutions shall state only the work completed."

Commissioner Olney was authorized to call the high school principals' convention at San Rafael on February 7, 8, 9 and 10.

Commissioner McNaught was authorized to call a conference of music teachers, to meet at Sacramento on February 11 and 12.

The board approved the recommendation that the answers to the Thorndike Arithmetic be printed in a separate booklet.

Commissioner McNaught was authorized to call two regional conferences on the teaching of geography and geography texts, the dates of the conferences to be decided later.

Retirement Salary Business

Retirement salaries were granted as follows:

Five Hundred Dollars per Annum—Helen Wood Davis, Los Angeles; Thomas Downey, Modesto; Eda Loomis, Los Angeles; Allen B. Martin, Pearce, Arizona; Ruth McClennan, Berkeley; Mrs. Mary Wirt, Santa Rosa.

Under Section 14 of the Law—Mrs. Mary C. Branigan, Oakland; Grace N. Gibson, Oakland; Mrs. Clara B. Lewis, Los Angeles; Mira E. Morgan, Los Angeles; Margaret L. Roche, Menlo Park; Mrs. Maria S. Drake, Los Angeles.

Refunds of erroneous salary deductions, amounting to $94, were granted.

The board adjourned to meet in Sacramento, January 17, 1921.

Respectfully submitted.

WILL C. WOOD,
Executive Secretary.

WESTERN SCHOOL NEWS

Hugh J. Baldwin, ex-superintendent of San Diego County, now field inspector of the California Humane Society, called recently. He has recently returned from New York, Boston and other Eastern cities, where he was interested in humane education, and spoke frequently upon various phases of humane work, with particular reference to the railroad companies' method of handling live stock. He was taken ill, December 29, and removed to Mary's Help Hospital, San Francisco.

Irwin Passmore has been appointed superintendent of schools of Butte County to succeed Mrs. Pearle Rutherford. The many friends of Mrs. Rutherford will regret her retirement. Her many admirable qualities endeared her to a host of friends, and it is to be hoped that some new position in the educational field will give her an opportunity to continue her services.

Prof. Irwin Passmore, the new superintendent, has had wide experience as an educator. He was born at Cherry Tree, Pennsylvania, educated in public schools and at Clearfield State Normal School, taught twelve years in elementary schools in Pennsylvania before coming to California. He began teaching at Paso Robles and was principal of the high school at Petaluma, Armjo and Chico; at one time published an educational paper, and wrote a series of articles for this Journal. He is a fine type of man, a good citizen, and will be an active, vigorous superintendent. He will personally supervise the schools and will have an office in Chico under direction of his efficient wife, who was formerly a teacher. The Oroville office will be in charge of his regular deputy.

The Placer County grand jury has recommended that Superintendent Irene Burns' salary be raised from $1800 to $2400, and the deputy's from $600 to $900 per year.

Merton E. Hill of Ontario, supervising principal of the Chaffey Union High School district, was elected president of the C. T. A. over Miss Beseley of San Diego by a vote of 183 to 87. The new constitution was adopted. For the State Council of Education the following were elected: Mark Keppel, Los Angeles; W. H. Snyder, Los Angeles; A. P. Shibley, Imperial; W. A. Hammon, San Diego; Ira C. Landis, Riverside; D. K. Hammond, Santa Ana; G. Knopp, San Bernardino, and Carleton A. Wheeler, Los Angeles.

In the death of E. E. Knepper, who recently passed away, Los Angeles County loses one of its most efficient educators, and the teachers lose a firm friend, and Superintendent Mark Keppel an able member of his official family.

The D. C. Heath Company has opened up fine new offices on Second and Howard streets. They have fine floor space and good light, and Mr. Chilcote has exercised his artistic taste in fitting up the place. Mr. Chilcote as the Pacific Coast manager has developed a large business for his firm.

Miss Eleanor Hitt of Woodland, Yolo County, has been appointed to succeed Miss Jennie Herman of San Diego as county librarian. Miss Hitt has made a great success as librarian of Yolo County, and is very popular with her co-workers. She is one of the wittiest and brightest members of the California Library Association.

Miss Edna Holroyd, formerly of Tuolumne County, has been appointed county librarian of San Mateo County to succeed Anne Bell Bailey. Miss Holroyd will have a splendid field for service in San Mateo County and will undoubtedly meet with hearty co-operation of the schools, of supervisors, and people.

The next meeting of the N. E. A. will be held at Des Moines, Iowa. Wilhelmina Van de Goorberg of Los Angeles is the state director. The state will have a number of delegates to this meeting. The expenses of these delegates will be paid by the various teachers and associations. It will be the first meeting of the association under the delegate plan. Fred M. Hunter of Oakland is the president of the association, and upon him will rest a tremendous responsibility to organize and carry out a constructive program on the new plan.

Boards of education, purchasing agents, county librarians, etc., who have to do with education of the public, should be examples of business economy, thrift, etc. Triplicate, quadruple bills, etc., may be necessary, but are not economically efficient. Holding up bills for six months may in exceptional cases be a necessity, but is not satisfactory. Sending orders to the boss and to middle men may save you a postage stamp, but will cost your county many dollars in overcharges. One of the frivolous things is the necessity of swearing to the correctness of a bill of one dollar, and paying a notary fee that takes more money than your profit. There is no one to blame in particular, perhaps, but everybody should really be advocating business methods in the handling of public funds superior to regular business houses, etc. In other words, educators should set high standards of economic business methods.

Katherine M. Ball of the department of drawing of the San Francisco School Department has been writing a series of articles on Japanese drawings for one of the principal Oriental papers. One of the 8th grade pupils in her department in the San Francisco schools recently took the cash prize of $100 over the professional exhibitors in the textile exhibition in New York. Over 35 states were represented. We wish to call attention of Mr. Jas. Mullen of "The Labor Clarion" and Mrs. Amy Steinheart and the Public School Defense League that this honor came to San Francisco schools before amendment 37 was put in force.

Out of one thousand girls in the University of California, Berkeley, of the ten receiving special honors for high efficiency, four of them were from the Girls' High School, San Francisco. This remarkable record was made also before the reorganization of the department under amendment 37.

The mayor of San Francisco has appointed Mrs. Helen G. Sanborn a member of the Board of Education to succeed Sarah J. Jones. Mrs. Sanborn endeared herself to the public during the 1915 exposition. She has had experience as a teacher, in business and social affairs, and will prove efficient in her new duties.

ADEQUATE SALARIES FOR LIBRARIANS

Section 8 of the County Free Libraries Act should be amended by the legislature, providing for an increase of at least twenty-five to forty per cent in the salaries of county free librarians. This act was passed in 1911, when salaries were much lower than they are now, or ever will be again. Such county librarians as Winifred Bigley, Clara Dills, Essae Culver, Elenor Hitt, Anne Hadden, Stella Huntingdon, Marion Morse, Miss Glock, Bessie Silverthorn, Joseph F. Daniels, Mary Barmby, Miss Livingstone, Geraldine Graham, Mrs. Babcock, Mrs. Whitbeck, Mrs. Waters, Miss Middleton, Sarah McCardle, Celia Gleason, and others, on account of their great service should be paid adequate salaries.

The services that county librarians are furnishing the various sections of the state are of such value that the members of the legislature should not hesitate to change the law in favor of larger salaries. Boards

of supervisors, city trustees, library trustees, should also make more liberal appropriations for salaries for librarians and their assistants. So many librarians have resigned and gone into other occupations the past year that it is necessary to make more liberal allowances on salaries, or there will be few trained librarians to fill the positions. The free library is the cheapest and best form of education. It is a powerful influence in discounting the lure of the movie, the daily paper and other tawdry forms of entertainment.

In the case of Los Angeles County, where Miss Celia Gleason has organized a wonderful free library service, there is need of more adequate support for all departments. Under the County Charter Act the Board of Supervisors controls not only the book fund but also all salaries.

It is hoped that the Los Angeles Board of Supervisors will lead the state in its aid of libraries, librarians and assistants.

ADEQUATE SALARIES FOR COUNTY SUPERINTENDENTS

The poorest paid officials in the state of California are the county superintendents. The positions they hold require the most intelligent and the most arduous services. The visiting of schools, the keeping of accounts, the settling of disputes, the care of property, the course of study, the enforcement of the school laws, require a ten, a twelve and sometimes a fourteen hour per day service, and a poise and judgment that are secure and fair.

During the past year Geo. Schultzberg, A. P. Shibbley and John F. West resigned to accept other positions at a higher salary. In order to have our best men and women enter on the campaigns the compensation should be adequate. It is up to the members of the legislature by amendments to the county governments act to increase the salaries, not of superintendents now in office—as no increase can under the law take effect until January, 1923—but for those who shall occupy the offices hereafter. The plea is not a personal one, therefore. It is that the office may be made sufficiently remunerative to hold our best men and women, and to inspire others to aspire to the office. Deputy superintendents' pay also should be increased. It will be necessary for taxpayers and others to write personal letters to members of the legislature asking that a general raise be granted. Grand juries in many counties have recommended a raise, but frequently so small as not to be really worth-while. A superintendent should be the highest paid educational officer in the county. It frequently happens that he does not receive more than half of the salary of the high school principal. When you consider such men and women as Roy Cloud, W. J. Cagney, Mark Keppel, F. F. Martin, Sabra Greenhalge, Harriet Lee, Cecil Davis, Robert L. Bird, Grace Stanley, Dan White, J. B. Davidson, Lucy Young, Kate Donnelly, C. W. Edwards, L. E. Chenoweth, E. J. FitzGerald, S. M. Chaney, John W. Anderson, A. G. Elmore, Ben Ballard, and others, devoting their lives to the arduous work of school superintendent, we certainly are reasonable in asking salaries that are at least equal to the sheriffs of the counties in which they serve, or to the highest paid educator in the county. Take the matter up with your assemblyman. Make the request a general one. In union there is strength. Remember that in San Diego, where Assemblyman Doran opposed amendment No. 16, and practically all legislation for the good of the schools. Superintendent Martin announced himself opposed to Mr. Doran, and the friends of education rallied against Mr. Doran and he was defeated for re-election. To win we must organize and fight for the cause of adequate salaries for the most important school office in the state. The county superintendent is the unit through which all progressive measures must reach the rural people.

CHILDREN TAUGHT VIOLENCE

More than twenty years ago, an English writer, Honnor Morten, wrote:

"The cure for the child criminal is to cease training him up to the belief in violence and the right of the stronger to assault the weaker. You may be sure that the child who has often been whipped will in later life naturally apply the only argument taught him practically, and may in due course assault both people and animals, and be hauled up at the police court and swell the list of crimes.

"If we could once recognize the folly of teaching violence, and the desirability of keeping a child from the first downward step, the monstrosity of the child criminal might vanish.

"Abolish all whipping. Institute child's courts. Teach temperance. Do not congregate criminals together, for moral disease is as contagious as physical disease. The barrack system is to be deprecated. People were meant to live in families, not herds. In Australia the child criminal is boarded out on a farm; it is cheap, and it has exterminated 'hooligans.'"

Teach kindness and practice kindness.

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MAKING SCHOOLBOOKS

By Frederic J. Haskin

Cambridge, Mass.—This city is one of the country's fountainheads of learning. Aside from harboring the Harvard University, numerous lesser schools and endless bookshops specializing in all degrees of erudition, Cambridge possesses the factory of the largest schoolbook publishing company in the country. This plant regularly keeps 2,000,000 schoolbooks on hand in its storage bins, and even with this huge reserve the presses have to run night and day at the busy seasons.

This company, with its stock of 2,000,000 books, finds it necessary to keep no less than 4,000 different titles on hand, and these are all what might be called current books; for as soon as a textbook becomes antiquated, or is supplanted by a later edition, the old copies on the shelves are torn up to be sold as junk.

Walking along the storage rooms you can catch glimpses of spelling book and arithmetic that call up pictures of your early struggles with culture. Less familiar works are here, too, such formidable affairs as "The Application of Calculus to Mechanics," "Word Formation in the Roman Sermo Plebeius" and "A Grammar of the Innuit Language." The guide obligingly explains that Innuit means Eskimo, that this particular work is rarely called for, and that it sells for $5, an unusually high rate for a plainly bound school book.

Books That Do Not Sell

Books of this type are the "Jonahs" of the schoolbook business. Yet the demands of advanced scholarship require such books, and the larger publishers must be the ones to produce them. Ponderous works, however, make up only a small fraction of the plant's output.

The demand for school books increases every year, and this means plenty of trade for the publishers. They tell you, though, that they are far from sailing on a smooth sea of prosperity. Certain kinds of paper are about to advance two cents a pound, which means that the rates on schoolbooks will go up, as it is asserted they are now being sold on as low a margin of profit as is possible.

Few people have any idea of the ins and outs of putting a textbook on the market. Did you know, for instance, that the more progressive publishers are having their geographies practically rewritten since the war, in order to bring, not only the maps, but the text up to date? An editor of the firm referred to says that his company spent about $100,000 before a single copy of its newest geography could be printed.

Producing schoolbooks is in many ways entirely different from publishing fiction. A best seller novel that would require an investment of $3,000 or $4,000 and sell for $2 a copy has a boom of a few months and then sizzles down to cheap editions and soon fades out of sight and memory. The returns are immediate and brief and the author is then expected to grind out a new masterpiece.

Textbooks Are Costly

The initial cost of a history such as is used in high schools is over five times as much, and a geography twenty-five times as much as the novel, because of numerous maps and illustrations. Yet the price of the textbook is similar to that of the novel or less.

The Wentworth books are one of the notable successes of the textbook history. When George A. Wentworth was a young teacher at Exeter Academy thirty-five years ago, he spent his nights working on a textbook of geometry. He succeeded in publishing this and immediately started work on an algebra. In time he was so busy writing books that he gave up teaching entirely. Later his son, who grew up to be a mathematical scholar, assisted him, and this son still has his hands full revising their long list of works and writing new ones to meet the demands of changing courses of study.

An editor here tells us that his house is always looking for good material, irrespective of the author's status. Most of the people who write schoolbooks are teachers, he says. Some teach in backwoods country schoolhouses and others are university professors. They have felt the lack of a good textbook on some subject, or they have found a better way of teaching it, and out of their experience come the manuscripts which bring about so many advances in education.—Pittsburgh Gazette-Times.

THE REGIONAL EDUCATIONAL CONFERENCE

The U. S. Bureau of Education, under the leadership of P. P. Claxton, has held a series of educational conferences in various regions of the United States. The conference of Arizona, Nevada and California was held at Sacramento on December 6, 7 and 8 in Native Sons' Hall. The delegates to the convention were regularly appointed by the various governors of the states represented. There was a good attendance at Sacramento from around the bay. State Superintendent Case of Arizona and State Superintendent W. J. Hunting of Nevada took part in the program. There were representatives from business houses and the trades, as well as educational leaders. The program was largely a hit and miss affair, with the "hits" predominating. The big "hits" of the conference were made by Claxton, Will C. Wood, W. J. Hunting, Merton E. Hill, Mark Keppel and Elizabeth Hughes. There were many good speeches, but the above were especially marked and rose at times to the thrilling point.

The program was not an especially well balanced one. There were too many problems discussed. For instance, James Mullen of the Labor Clarion made a plea in an attempt to show that organized labor had been the real creator of the public school system of the United States, and took occasion to slam the present school system of San Francisco, that has had a larger representation of organized labor on its Board of Education and Board of Supervisors and in the mayor's chair than any other city in the Union. There should have been a whole day taken up in the discussion of union labor and its relation to the public school system. It is the greatest problem now facing the people, because organized labor and its following will to a large extent determine the educational problems of the next decade, and the public schools will either develop an idealistic socialized state or a materialistic state in which industrial education will be the dominant factor, and culture will be the sporadic effort of a few individuals.

Mr. Lubin, of the firm of Weinstock & Lubin, offered some severe criticism of the public schools on account of the failure to teach the essentials required for clerks in his store. On the other hand, training clerks is a very small part of the ideals of the American school system.

Mr. Claxton gave a most eloquent address on education as a national investment, and in a preoration spoke of the value of our resources under intelligent direction as compared to their value without the educated hand, mind and spirit to direct.

Mrs. Aurelia Reinhardt gave one of her well standardized talks in the broad field of education, with especial reference to the "Humanities."

Elizabeth Hughes was, as always, effective and spoke on legislation applying directly to the schools.

J. C. Chambers, the controller, gave facts and figures and some interesting statistics about resources that made the various administrators of school affairs take notice. Mr. Chambers presents the question of finance without any prejudice, and has an open mind to all departments of the state government, and impresses one that he is not only a safe leader for the taxpayer, but a safe leader for the men who spend the people's money.

Will C. Wood, in twenty minutes, sounded the real battle cry of the convention, when he said: "The people have given us the money. We must now make good."

Merton E. Hill of the Chaffey Union District outlined in a modest, effective manner the new constructive work under his direction. It was the great new note of the convention. His recital was not a theory, not a plea for efficiency, but it was the simple translation of a composite of current educational thought put into dynamic action.

Late in the last hours of the convention Mark Keppel went to the platform to reply to some criticism of the State Board of Control on amendment 16. Mark was at his best, and for keen sarcasm, wit and heavy hitting, the speech has rarely been equaled. When it comes to school revenues, the need and the purpose, and the law and its enforcement, and the welfare of the children and the state, Mark Keppel is the master mind.

The conference was well attended. The delegates were present at all sessions, and the regional interests of Nevada, Arizona and California were discussed on broad educational lines.

Hon. P. P. Claxton, in arranging these regional conferences throughout the United States in order to bring organized labor, business organizations and school administration officials closer together, is developing a fine spirit of co-operation, and certainly a better knowledge of conditions.

OUR GROWING NATIONALISM

By James Morrow Malloch

Americanism is the faith of the American people. This faith is the product of the history of the United States, which is the life experience of the American people. No one can sit down in the quiet of his library and evolve a definition of Americanism. "What is the flag of England?" Kipling asks in one of his greatest poems. "Winds of the world declare!" he replies. The British Empire has had a world adventure. A nation is built by the events of the years and its spirit is forged in the heat of time.

Four great elements of Americanism, offsprings of our history, stand out in bold relief. The first is Democracy and Liberty, inherited with our Anglo-Saxon blood, established by our wars for independence and maintained by "Eternal vigilance." Liberty is the American's native air. His chief ambition is to direct his own affairs and carve out his own destiny. "I am master of my fate and captain of my soul," he affirms. But he believes in government. Democracy is ordered liberty. It is majority rule under a constitutional system which protects the fundamental rights of all.

The second element of Americanism is National Unity. We are one people. In our grandfather's time slavery threatened to destroy this vital unity. In our time two enemies of unity appear. One is political and economic radicalism. Radicalism elevates one class above another. It ignores Mr. Bryan's "Third party," the common people. Radicalism would put sovietism in the place of constitutionalism. The other enemy of unity is a lack of race assimilation. Prof. Albert Bushnell Hart of Harvard University, in a recent address before the Commonwealth Club of California, mentioned three things which fix a gulf between the foreigner and the native American: (1) language; (2) religion making inter-marriage improbable; (3) and color, regarded by the white race as a visible mark of inferiority which, in case of inter-marriage, persists from generation to generation. The language barrier may be corrected by education and religious differences removed by time and a better understanding, but color persists with biological tenacity. Men of different skins may regard each other as gentlemen in the world of international diplomacy as long as each lives on his own soil and under his own government. The immigration of races into the United States which can never be properly assimilated should be prohibited. This would be a reasonable safeguarding of our national unity.

Immigrants who are admitted must be received with courtesy and friendship and made an indistinguishable part of the American people. The chief methods for promoting Americanization are:

1. An American education, including a reading, writing and speaking knowledge of the English language, an acquisition of the principles of American liberty, and a working knowledge of the government of the United States.

2. An American job based on American economic principles.

3. Citizenship which confers membership in the State.

4. Membership in American societies—the association with American social groups. If you want to be an American, live like one.

The third element of Americanism is Justice. Justice is the right of every man to get as much out of life as he puts into it. Henry Van Dyke, in one of his poems, refers to the United States as "this blessed land of room enough." At one time in our history there was room enough in the West for the free spirits of the East, but now the task of Justice is to establish a respectable place in economic life for every deserving American in his own home town.

The fourth element of Americanism is Service. The United States has become a world power. It cannot escape the necessity for international co-operation. This co-operation consists of assisting the other nations of the world in establishing the factors which will maintain our civilization. These forces are:

1. Universal knowledge, the achievement of modern science and the result of the co-operation of men of learning from all the nations of the world.

2. Universal democracy, including human liberty and the principle of the self-determination of nations. Humanity is the major interest of the world. "The proper study of mankind is man," wrote Pope. All institutions and all individuals must be estimated on the basis of the question which Theodore Parker asked concerning Goethe. "What did he ever do for humanity?"

Better to sit in freedom's hall
With a cold, damp floor and mouldering wall,
Than to bend the neck or bow the knee,
In the proudest palace of slavery.

3. Universal peace, the greatest achievement of co-operation for which the world can aspire. Whittier wrote:

"I feel the earth move sunward,
I join the great march onward."

4. Universal economic and social stability. Social values which have been found good in the testing of the history of ten thousand years must be maintained in the world. Property, marriage, the State and the Church are the pillars of civilization.

Americanism is a living world. It is alive because it grows. It is the spirit of a history which is constantly being made, and it is the vital concern of every good citizen of the Republic.

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CATALOG ON REQUEST

A FAIRY FOR UNIVERSITY OF CALIFORNIA

A good fairy is on her way from New York to teach California children rules of health. The Extension Division of the University of California is to translate the fairy to California, in the person of Miss Anne Raymond of the Child Health Organization of America. Director Leon J. Richardson of the Extension department at Berkeley has arranged for the appearance of Miss Raymond in California cities and already plans have been made for her appearance in San Francisco, Los Angeles, Sacramento and other large cities. The local appearances will be free, and conducted under the joint auspices of University Extension and the Pacific Division of the American Red Cross.

The health talks as given by Miss Raymond are unique. She appears as a fairy, with silver wings and a misty gown and in the form of a fairy tale gives health hints on good food, fresh air and cleanliness. It is planned that in each city where she appears Miss Raymond shall not only give the health talk to the children, but also hold a health conference with teachers and local health workers, dealing particularly with child welfare. She is a trained health worker and is associated with the Child Health Organization of America and the United States Department of Education. However, her California appearances will all be directed by Miss Ethel A. Strohmeier, secretary of the lecture department, University Extension, California Hall, Berkeley.

In her appearances before children Miss Raymond stands before a tiny fairy cottage and explains that the house was built by magic. Her old home had been burnt by the witch Ignorance, but a lovely bird whose name was Education had comforted her with the words:

"Keep up your courage, Fairy, for I shall tell you how to build your home anew. It can be done by the hands of the children alone. Every time a child learns to eat the right food, a brick shall be added to your house; every time a child learns to sleep in the fresh air, a shingle shall be put on the roof; and every time a child learns to play

and be happy, a colored glass shall be added to the windows."

The story of the Health Fairy continues to tell how the bird of Education flies about the country and the children grew healthy and happy and the house was built.

Miss Raymond also proposes health games for schools. In school rooms classes rebuild the Health Fairy's home as health habits are established.

Miss Raymond, in addition to being a delightful story teller, is a trained health worker and is able to advise local communities and schools on their health problems, thus rendering a double service. It is the plan of the Extension Division at the University to make two appointments in each city where Miss Raymond appears, one at the school before the children, the other at a health conference.

These lectures are to be presented free, the expenses of Miss Raymond from New York and return being guaranteed by the Extension Division of the University of California, assisted by the Pacific Division of the Red Cross. These lectures given to the people of the state are part of the University of California's plan to bring the benefits of science as closely to the people as possible, through the agency of the Extension Division.

MAP SKETCHING

D. R. Augsburg
San Francisco State Normal School

The drawing of maps turns on the ability to visualize form, and the ability to visualize form can be acquired as readily as the alphabet in writing.

The easiest way to learn how to visualize form is through standardizing the rectangle and then learning these standardized forms and applying the knowledge, not only to maps, but the form world in general. It is through the rectangle that the method is learned and then extended to more complicated shapes. The method is as follows:

The rectangles are vertical, square and horizontal, as shown in A, B and C, Figure 1. The vertical rectangle is longer vertically and the horizontal rectangle longer horizontally.

To be of use, these rectangles must be divided into unvarying standards and the standards learned so well that they can be visualized instantly and reproduced quickly.

The square rectangle is already standard, that is, it is always the same, always has equal sides and equal angles. It remains to divide the vertical and horizontal rectangles into standards also, that are as definite and unvarying as the square.

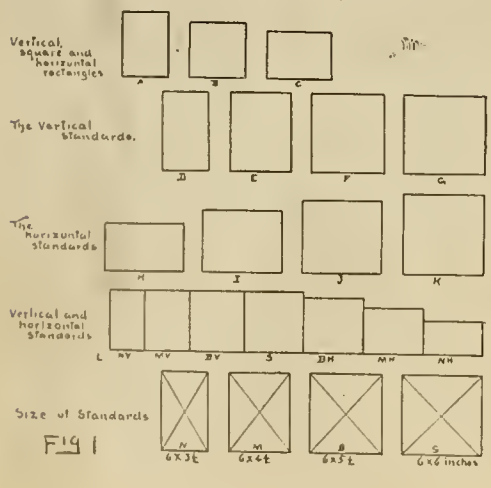

Fig 1

These are illustrated in Figure 1 and are called narrow, medium and broad vertical rectangles, D, E and F, and the narrow, medium and broad horizontal rectangles, H, I and J, G and K, are square rectangles. The vertical rectangles, D, E and F, are of the same proportion as the horizontal rectangles H, I and J.

Arranged in a row, the standard rectangles are shown in L and under them are the abbreviations standing for narrow vertical, medium vertical, broad vertical, square, broad horizontal, medium horizontal, and narrow horizontal.

The medium rectangle is the most pleasing proportion and for this reason is often called the golden rectangle.

These seven rectangles, three vertical, three horizontal and one square, must have

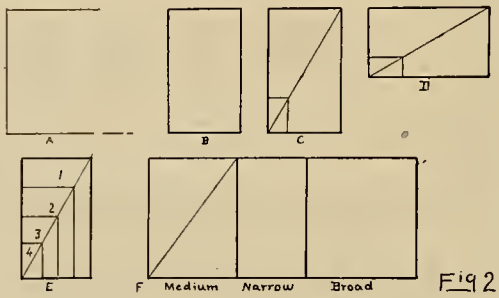

Fig 2

accurate and unvarying standards. These are shown in the lower row and are marked N, M, B and S, initials for narrow, medium, broad and square. These are cut from stiff paper or card board, six inches long, as follows:

One narrow rectangle 6 by 3½ inches.
One medium rectangle 6 by 4½ inches.
One broad rectangle 6 by 5½ inches.
One square rectangle 6 by 6 inches.

The narrow, medium and broad standards serve, of course, for both the three vertical and the three horizontal standards.

These seven rectangles must be learned so well that they can be recognized at a glance and sketched easily and quickly as well as accurately.

The learning of these standards is the only critical part in the whole plan, the danger being to slack in the study before the rectangles are memorized accurately, that is, before they become automatic knowledge.

Mark on the four standards diagonals as shown in N, M, B and S. These diagonals are to aid in testing the rectangles, after they are drawn, to see if they are of correct proportion.

The blackboard is the best place to learn the standard rectangles and the process is as follows:

First, sketch on the blackboard the three sides of a rectangle as shown in A, Figure 2.

Second, hold the standard, in this instance, the narrow vertical rectangle, by the side of it and draw the fourth line, making the rectangle as near as possible like the standard, as shown in B.

Third, test the rectangle you have drawn, by drawing a diagonal through it and placing the standard on it as shown in C. If the diagonals of the two rectangles coincide the drawing is correct.

The horizontal rectangle D is drawn in the same manner and proven in the same way. Practice drawing the narrow rectangle, making the drawings or sketches of various size, some large, some small, both vertical and horizontal. When a drawing is made correctly, emphasize it with a stronger line and then stand some distance away and impress it on the mind. In like manner learn the medium, broad and square rectangles. Practice drawing them until they can be reproduced with a fair degree of accuracy.

Study rectangular form by mentally comparing the shape of windows, doors, pictures, panels, gates, signs and the letters on the signs with the standard of like proportion. Remember, above all, that success calls for the learning of these standards.

The term plus or minus may be used when the object does not exactly conform to the standard. A medium rectangle plus or a medium rectangle minus would indicate that the object was not quite wide enough to be broad, or narrow enough to coincide with the narrow standard.

Any size of standard may be made by choosing points in the diagonal and from each drawing a horizontal and a vertical line as shown in E, Figure 2. E is a narrow vertical rectangle and so are the smaller rectangles 1, 2, 3 and 4. It is well to cut several rectangles of different sizes of each standard for convenient use.

The value of this method to the student

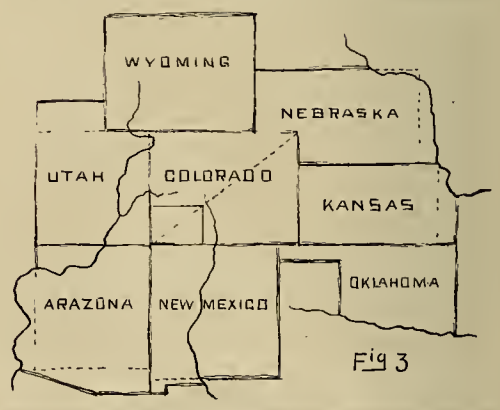

Fig 3

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is to give him an accurate mechanical device or standard with which to visualize rectangular objects and opens the way to visualize more complicated objects. It gives an effective basis to map drawing and lettering and with the aid of the other standard forms covers the whole field of form.

Map Drawing.—The rectangular standards are very effective aids in map drawing. Through them the proportion of maps

wholly or partly of a rectangular shape may be sketched with both ease and accuracy. For example, look in the geography at Colorado and the states that immediately surround it.

Colorado itself is a medium horizontal rectangle, as may be proven by applying the standard to it as shown in Figure 3. This renders it easy to reproduce its shape in drawing.

Mark the southern boundary of Wyoming in the north boundary of Colorado. They are both the same length. Test the shape of Wyoming with the medium standard and it will be found a medium horizontal rectangle a bit wider than the standard and this is the key to its proportion.

The main part of Utah is a square and the northern part is a narrow horizontal rectangle, minus, which means a little narrower than the standard.

Arizona is a broad vertical rectangle down to the angle on the western boundary and indicated by the dotted line in the drawing. Add the southern boundary and the Colorado river and the sketch is made.

New Mexico is a square plus the southern offset.

Kansas is a narrow horizontal rectangle to the dotted line or bend in the Missouri river, hence the whole state is minus the standard or a little narrower. Nebraska is, also, a narrow horizontal rectangle to the dotted line or where the Missouri river bends southward.

Oklahoma is a medium horizontal rectangle with a slightly slanting southern boundary. The narrow western strip is one-third of the narrow horizonal standard.

All of these proportions can be readily tested by making a number of smaller rectangles of each standard as shown in E, Figure 2, and then testing the maps as shown in C and D or as shown on the map of Colorado.

Maps that conform to the standards in part only, can be easily proportioned by drawing the part that does conform to the standard and then adding the more irregular parts.

Look at a map of Nevada. The northern part is a medium horizontal rectangle as indicated by the dotted line in Figure 4. Sketch this and add the southern part, which is the diagonal of a square.

The southern part of Idaho is a narrow horizontal rectangle and the height of the northern part is measured by a broad horizontal rectangle as indicated by the dotted line. This also includes the western portion of Montana. The eastern portion of Montana is a medium horizontal rectangle, plus, that is, a little wider than the standard.

Washington and Oregon together are a medium vertical rectangle in proportion and shape. Washington is a narrow horizontal rectangle, plus, and Oregon is a medium horizontal rectangle, plus.

The State of California can be drawn by this plan only in part. The northern part is a square and A, B may be taken as the unit of measure. The diagonal of the square extended gives the oblique eastern boundary from Lake Tahoe to the bend in the Colorado river. This boundary is twice A, B to Needles at E. From the bend at E in the Colorado river to Yuma at F is two-thirds of the standard. G is in a vertical line from D, which is one unit of measure from C. Pt. Conception is in a horizontal line from the bend in the Colorado river at E and at the left of a vertical line from C.

K, Cape Mendocino, is half of A, J and from there to H the coast is nearly a straight line. Opposite D is Monterey. J is Point Arena and the angle at C points to San Francisco Bay.

The reading of this plan sounds far more formidable than it really is. In reality it is both simple and usable and very effective.

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California Teachers' Association, Southern Section

Held at Los Mngeles, December 22-24

EDITORIAL REVIEW

By Harr Wagner

It was a great convention. The spirit of it was fine. The convention halls were crowded. The speeches were of high standard. The appeal was a rule on the cultural side. There was practically no method work, no fads and no war talks, and just enough of Americanization to stir up a live coal in the heat of ashes. The music was of unusual excellence. The program required eighty pages of printed matter. There were thirty-one speakers listed. It was the best arranged program that we ever checked up at a convention, although Mark Keppel did wince at the "errata." Carleton Wheeler, the president, deserves credit for his personal work, for his ability in getting the co-operation of all the various interests. He presided with dignity, made an excellent annual address, and was hale-fellow-well-met with everybody. He planned a splendid exhibit of new textbooks, new apparatus, educational journals, etc., and played no favorites. He gave them full space and made no attempt to hold them up for special advertising. In other words, he recognized that legitimate textbooks, journals, etc., are an integral part of our educational system. It was unusual to elect a man the head of a great teaching body whose experience as an administrator is limited to the supervisorship of the modern language department of the Los Angeles schools. It is therefore to his credit that he showed marked ability.

C. A. Langworthy, the supervising principal of Redlands Beach, as transportation secretary; F. L. Johnston, of the Pasadena High School, and Marion M. Keyes, of Los Angeles High School, also deserve credit for their work at headquarters in Hotel Clark.

Among the principal speakers, William McAndrews was perhaps the most popular. He has the Scotch wit, and as a normal school graduate, a teacher, a grammar school principal and superintendent, has the background of a rich experience to draw from for his illustrations. His stories are keen, not subtle, the point as plain as a brick wall. His bluntness of statement irreverence and the direct sentence method and philosophy were sufficient to please, delight and interest the teachers. He spoke nine times.

Frank Alvah Parsons was also very popular. He also spoke nine times. He is from the New York School of Fine and Applied Arts, and is the author of several textbooks on art. He has all the tricks and turns of speech of a professional. He has the quick turn of thought that brings the laugh, and in his talk on dress made fun of awkward ankles, scrawny necks and sunken chests, that if it had not been for his art of speech would have disgusted all the beautiful, slender women teachers who were present dressed in the fashion of 1920.

Dr. A. E. Winship, with new thought, new spirit, new application, new illustrations, with pep, vigor and genial uplifting philosophy, was never better than at the convention. His new spirit of democracy was especially good.

Dr. Henry Suzzarlo, from the big University of Washington, has progressed wonderfully since the days when he was introduced to the Schoolmasters' Club in Los Angeles as the Boy Orator. He is a man of broad national vision, and while there is not much democracy in his plea for a more liberal education for the professional men and women, without emphasis on the need of liberal education for carpenters, stone masons and business men, yet we feel that a man like Dr. Suzzarlo, who has fought his way to the top, will never stand for closing the door of opportunity to anyone.

Dr. G. E. Chadsey, of the University of Illinois, was one of the principal speakers. His method of approach, however, was from the administration side of the problems of education, and most of the time he was "up in the air." While his discussions were dignified and sound as to principles, his addresses were better suited to a body of city and county superintendents.

Dr. H. B. Wilson is the happy combination of administrator, philosopher and speaker. He is able to hold his audience without the ridicule and one-sided repartee of Parsons, or the pointed story of McAndrews. The thought he presents and his sincere and lovable personality hold his audience.

Arthur D. Dean, of New York, was fine on vocational education. His textbook on vocational education is published by Ginn & Company.

Dr. Frederick Monsen and B. R. Baumgart were both excellent. They are professional lecturers of prominence, and were of course able to hold, interest, delight and satisfy their audiences. It is to be regretted that city and county superintendents do not from time to time have such men, especially for evening lectures and entertainments.

Among the local people who were especially good was Superintendent W. J. Cagney of San Benito, who spoke on the subject of "America First," and was able to make it interesting. His art was in talking direct to the teachers from his very interesting experiences as a teacher and superintendent. He is happy in avoiding the ordinary triteness of a patriotic address.

Arthur Chamberlain did a graceful thing in changing his subject and using his time in emphasizing the topics of Dr. Winship, who preceded him.

Dr. Aurelia Reinhart, E. Morris Cox, Dr. Elwood Cubberley, Dr. E. R. Snyder, Maude I. Murchie, Captain Paul Perigood, Prof. Lewis Terman, were other speakers of note.

Will C. Wood spoke on the "Shortage of Teachers and Greater Training Facilities" in his usual effective style, and Mark Keppel in his county institute spoke on the "Noblest Ideals of a Great Profession." It is seldom indeed that a county is as fortunate as Los Angeles in its possession of a man like Mark Keppel, who is efficient in the smallest detail—a man of judgment in handling every phase of a great school system, and who as a presiding officer is without a peer—alert, quick, original, fair, just and sincere. He is also a great speaker in that he never talks unless he has something to say, and when he says it the people recognize it as worth-while, and either accept or reject it. It is not possible to always agree with Mark Keppel, but when he talks you must always take sides. There is no namby pamby, middle ground.

The Los Angeles county teachers, in response to a plea of Mark Keppel, took up a collection of over $600 for a teacher who had to give up her position on account of ill health. It did the teachers good. It will do the teacher good. "For all you can hold in your cold dead hand is what you have given away."

NOTES

The following teachers' institutes were held in conjunction with the C. T. A.:

Imperial County.
Los Angeles County.
Orange County.
Riverside County.
San Bernardino County.
San Diego County.
Santa Barbara County.
Long Beach City School District.
Los Angeles City School District.
Pasadena City School District.
Pomona City School District.
Riverside City School District.
San Bernardino City School District.
San Diego City School District.
Santa Ana City School District.
Santa Barbara City School District.
Santa Monica City School District.

Robert H. Lane, assistant superintendent of schools of the city of Los Angeles, had charge of the program of the City Teachers' Institute, and presided at several sessions. Superintendent Dorsey at one of the meetings graciously expressed appreciation of his excellent services. It is rare indeed that anyone shows the generous and unselfish spirit to share honors with a subordinate. Mr. Lane has the rare faculty of making friends and rendering service at the same time. He has done much to popularize the Los Angeles school department.

Dr. A. H. Sutherland, who is in charge of the division of psychology and educational research, had under his direction one of the most constructive exhibits ever made at any meeting. It included: (1) Elementary survey methods; (2) Adjustment room methods; (3) Junior and senior high schools; (4) Department managers' association. Dr. Sutherland and his assistants are doing a work on such a scientific basis that it will certainly revolutionize the ungraded classes, retarded pupils, sub-normals, and super-normal children. The public can afford to watch with interest the working out of this great problem in Los Angeles.

A. A. Belford, of the Rand, McNally Co., had a most interesting exhibit of new books and new maps in the Olive Street School. The new map of Europe is of special interest.

W. C. Harper, of J. C. Winston Co., educational department, made quite an impression with the Silent Readers, the New Atlas and other books of the Winston Co.

J. C. Beswick, Hon. A. C. Olney, Margaret McNaught, J. B. Lillard, Hon. E. R. Snyder, Maude I. Murchie, were adornments of the lobby at the Clark and an important part of the sessions of the meeting.

Mrs. F. E. Raymond and Elizabeth Adams of the Gregg Company were among the most attractive features of the lobby of Hotel Clark. They were entertained at Riverside and other places. Mrs. Raymond spoke on business efficiency and all who have had business relations with her will agree with me that no one is better equipped by personal experience to speak on efficiency than Mrs. Raymond.

Miss Wilhelmina Van de Goorberg is the state director of the N. E. A. She is the representative of the Grade Teachers' Association on legislative matters and the most forward looking teacher in the South. But she needs to visit the San Francisco schools and learn by personal observation what splendid work they are doing on essentials to have a proper appreciation of the San Francisco schools.

The Supreme Court of California has rendered a decision in favor of the State Board of Education in the case of Macmillan Company vs. State Board of Education. The Macmillan Company, in view of the increased cost of manufacture, endeavored to secure a decision from the court that would permit the charging of a reasonable price for books under present conditions.

The publishers appreciate the efforts of Mr. Morehouse of the Macmillan Company in having the matter settled, even though it is adverse. The only relief now possible is through the legislature and every fair-minded person, we are sure, will be in favor of a text law that will have more elasticity of price than the present one. It is not fair either to the schools or the publishers that, in our changing economic conditions, prices cannot be made either higher or lower, according to cost of manufacture. The state itself has to increase each year the cost of textbooks it manufactures, and the legislature will have to make enormous appropriations and the people will have to be taxed to pay the increased cost of operating the printing office at Sacramento.

Hon. Will C. Wood, Josephine Corliss Preston, J. A. Churchill, L. J. Muir, Miss Elsie Toles, C. J. Du Four, Ethel E. Redfield, were all scheduled to hold a meeting with officials of the Federal Reserve Bank to inaugurate a new Thrift campaign through the public schools.

BOOK REVIEWS

The Schoolmaster of Hessville, by Helen M. Martin. Doubleday, Page & Co., publishers, New York. Price $1.90.

This is a new story of the Pennsylvania Germans and the Mennonites. It is located in a small village near the city of Lancaster. The story is of John Wimmer, a schoolmaster of Irene, a pretty but very selfish girl, with a desire to dominate and tease, and Minnie, a sweet, humble and patient girl who believed in service and her husband. The account of John's love for Irene and his marriage to Minnie, with the tragedy of Minnie's brother and father, make up the story. The recital of Minnie's mental breakdown, her recovery, Irene's conquest of John, and the final awakening to the realization that passion for Irene was not to be compared to the higher quality of love he had for his wife, Minnie. The humor of the story is based on the Pennsylvania German dialect; the customs and queer twists given to ordinary expression by the people. The story is one of absorbing interest, and is a book that will appeal to the reader of this Journal. Teachers will be fully repaid if they put it on their next library list, as it is most interesting and worth-while fiction.

"Library Windows" is an artistic book of twenty-six sonnets, by Retta Parrott of the City Library, Sacramento, California. Miss Parrott received inspiration for writing these sonnets from the views from the reference room of Sacramento City Library. They are worth-while sonnets. The First Rain, Sequoia and Spire, A Battle of the Elements, The Two Winds, are very poetic. The Winged Seeds and A Blue Dusk have real poetic value. This volume will give Miss Parrot high rank as a writer of beautiful imagery, of pure fancy, of truthful yet subtle interpretation. The book contains three full page illustrations by James A. Holden, the celebrated artist, and is published by Harr Wagner Publishing Company. Price $1.50.

Lettering, by Thomas Wood Stevens. Prang Company, publishers; 110 full page plates; large quarto. Price $3.00; by mail $3.25.

Mr. Stevens is connected with the Carnegie Institute of Technology, Pittsburgh, and has in this volume given to commercial artists a most valuable book. The contents consist of an intelligent foreword, a chapter on Tools and Materials, a chapter on the Drawing of Letters, one on Roman capitals, Roman small letters, italics, gothic forms, the practical problems, and a final chapter on the interesting phases of letter designs. It is a book that every artist should own.

Art Simplified. A Book of Practical Art for Advertisers, Commercial Artists, Teachers and Students. By Pedro J. Lemos and John T. Lemos. Published by the Prang Company, Chicago; 22 full page plates, 175 pages; revised edition. Price $3.00; by mail $3.25.

This is a practical book and is of great value to the art student. It is an appropriate book for class, library, reference and commercial use.

Theory and Practice of Color, by Snow and Froelich. Prang Company, 1922 Calumet Ave., Chicago, publishers. Price $4.00.

This is the standard text on color. It is fully illustrated and the directions, comments and discussions on color are such as to appeal not only to the student of art, but to the layman as well. The Prang Company has been specializing in art supplies of quality for 64 years, and under the direction of Mr. Grover, who is credited as being a business man of artistic temperament, the Prang Company at the present time is in books and material of special service to the art public.

Comrades of the Desert, by Ruth Thompson, is a boys' story of the real West by one who knows it, not from moving pictures, but from life. The four boys whose adventures form the theme of the story are the sons of homesteaders on the Mojave Desert of California, accustomed to enduring hardships and wrestling success from difficult conditions. The boys form a club for earning money to pay their way for a year's attendance at high school in Los

A Little Light on the Advantages of Bank Stock School Stationery

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Angeles; their pluck, ingenuity and resourcefulness are never of the impossible sort, but are intimately related to the details of desert life. They help with a rodeo, trap coyotes, fight a claim jumper—and finally make good, as such persevering and enthusiastic boys would be sure to do. Incidentally, Miss Thompson imparts much of the love of the desert to her readers.—San Francisco: Harr Wagner Co.

Hudelson English Composition Scale, by Earl Hudelson, Professor of Secondary Education, West Virginia University. Paper; vii + 46 pages. Price 60 cents. Yonkers-on Hudson, New York: World Book Co.

This scale for evaluating English composition work is evenly graded in steps of .5 so that teachers untrained in the use of such devices may handle it. This constitutes its greatest improvement over other scales now in use.

Its construction is similar to that of the Hillegas Scale, since the compositions upon which it is based were scored on the Nassau County Supplement to the Hillegas Scale. Most of the sixteen sample compositions composing the Hudelson Scale were written by school children during the survey of Virginia schools in 1919.

JOTTINGS OF A TRAVELING BOOKMAN

W. M. Culp

A. W. Ray, principal of the Santa Clara Grammar School, has arranged his curriculum most satisfactorily for efficient work on the part of pupil and teacher. Mr. Ray is a musician of ability and his band and orchestra are a feature of the school.

Miss Leslie G. Smith, supervising principal of the Sunnyvale Grammar School, is in charge of one of the fastest growing schools in the Santa Clara Valley. A new building has just been completed. Miss Smith is a fine executive and her school shows the effect of her skilled leadership.

W. P. Cramsie, principal of the Longfellow School, San Jose, is president of the Santa Clara County Board of Education.

A new addition has been added to the Jefferson School, San Jose, of which May F. Coolidge is principal. This plant is one of the most delightful of the newer school structures of San Jose.

December 20 to 24 found Southern California in the throes of teacher institutes and the meeting of the Southern Branch of the California Teachers' Association in Los Angeles.

Los Angeles City, Los Angeles County, Long Beach, Pasadena, Riverside City and County, San Diego City and County, were holding institutes at the same time, and speakers of note from all over the country were available at the different meetings. Southern California's method of pooling resources and securing the best of educational thought in the country has much to do with the worth-whileness of the various sessions.

At San Diego, Superintendents H. C. Johnson and F. F. Martin had a full two-days' program. Will C. Wood gave a very able exposition of how they were planning to apportion the funds made available by the passage of number 16.

Superintendent Ira C. Landis of Riverside County and Superintendent A. N. Wheelock of Riverside had a busy program. The teachers had short general sessions and did a great deal of work in conferences, which were fully attended and intensive.

Hotel Clark, the headquarters, was a busy place. Teachers and supervisors from all over the state were in and out continuously.

Two of the most able addresses of the whole session were given before the National Council of Geography Teachers, Southern Section. A. E. Winship spoke on "Vitalized Geography." His intensiveness, brilliancy and force were at their best. He called for the taking out of the unessential in geography teaching and of presenting such material that would give such a thorough understanding of the influence of the geography in the past so as to make it of real vital importance in present and future.

B. R. Baumgardt spoke on "Denmark, a Land of Former Rule." His power of presentation was such that he drew a most realistic and striking picture of the influence of geography in the Scandinavian countries. His hold of detail and relation of geography and life was tremendous. If part of his charm of address, geography would be the most interesting subject a student could undertake.

Mr. Hugo Kirchhofer, leader of the community singing, showed how it should be done and he did the work to perfection.

Mr. Carleton A. Wheeler, president of the C. T. A., Southern Section, in his opening address, called for more active participation of the teachers in the educational organizations. His plea was, if you teach democracy, why not practice it?

Dr. William McAndrew, associate superintendent New York City schools, in his address on "A Royal Road," struck the note of optimism. In a word he said any road to learning is a royal road and it should be the work of the teacher to give such inspiration and to have such faith in self and joy of endeavor that the spirit will be imparted to pupil and he will see that the road is indeed royal.

Robert H. Lane, assistant superintendent of Los Angeles schools, was one of the busy men of the session in seeing that things ran off in proper procedure.

L. E. Chenoweth, superintendent of Kern County, has reorganized his office plan by installing considerable new furniture.

Charles E. Teach, city superintendent of Bakersfield schools, is doing a lot of promotion work in the Boy Scout movement.

A. J. Ludden, principal of Bakersfield High School, is as much interested in football as any of his students.

D. M. Griffith, head of the mathematics department of the Bakersfield High School, is the teacher coach who has made the Bakersfield football team the runner-up for the state championship. H. A. Spindt is one of his able assistants.

J. B. Weed, supervising principal of Tulare grammar schools, is a man of quick decision and tact.

S. O. Welday, superintendent of Hanford grammar schools, has secured the confidence of his community in the opening months of his work.

Mr. W. P. Dean, principal of the Intermediate School, Modesto, has a plant that has just been completed. The plant handles from five to seven hundred pupils on the departmental basis. Excellent facilities have been provided for classes in cooking, sewing and general science. Plenty of locker room has been secured. A special lecture room with built-in contrivances has been made for the general science classes. In all, Mr. Dean has one of the most up-to-date intermediate schools in the great valley.

Miss Cecil M. Davis, superintendent of Santa Cruz County, and Miss M. L. Richmond, superintendent of Kings County, were in attendance at the C. T. A. in Los Angeles December 22 to 24.

R. P. Mitchell, superintendent of Orange County, ran no separate institute, but had his teachers visit the C. T. A. meetings in Los Angeles December 22, 23, 24.

Jerome O. Cross, superintendent of Fresno, and his board of education, are considering another bond election. They are in need of $1,000,000. Sixty grammar school class rooms are needed next term to take care of the natural increase. Five hundred thousand dollars is to go for grammar schools and $500,000 for the completion of the new high school now under construction.

The new high school building at Merced, of which A. W. Mearny is principal, is one of the most artistic and usable of the new high school buildings recently constructed. Already the attendance has bounded up so that the building is none too large.

E. L. Van Dellen, principal of Salinas High School, expects to move into their new high school building the first of the year.

Supt. Graves, supervising principal of the Monterey grammar schools, has just moved into a fine central grammar school building. It is of Mission court style and fits in admirably with the Monterey settings.

Arthur Walter, superintendent of Salinas schools, lays much emphasis upon educational tests.

Paul E. Stewart, superintendent of Santa Barbara, was in attendance at the C. T. A. in Los Angeles.

The regional conference at Sacramento, December 6 and 7, was well attended by educators from California, Nevada and Arizona. Commissioner Philander P. Claxton gave two excellent lectures.

Mark Keppel, at the regional conference, as usual, got off the cleverest speech of the whole session in rebuttal of Marshall De Motte's remarks concerning number 16.

The Southern Section, C. T. A., adopted a revised constitution at its business session December 24. A more adequate provision for regional representation in the councils (State and Southern Sections) was adopted.

Mrs. Susan Dorsey was at her best at the institute meetings.

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W. L. Glascock, principal of San Mateo High School, was a hard working superintendent at the meeting of the State Council. He motored down with his family.

Arthur H. Chamberlain gave an address on "Salesmanship" that was exceptionally well received.

S. J. Lubin, California Commissioner of Immigration and Housing, read a very thoughtful paper on education at the regional conference, December 6. His criticism of education was somewhat scathing, but then there is much to be said on both sides and there is much to be taken into consideration when you consider that our educational system is taking everything and doing its bit with that everything.

We are reaping the result of educational propaganda now in our enlarged universities and colleges. In fact, the mobs after higher education cannot be treated with plain justice. An undercurrent is appearing that is doubting that we should attempt to send every individual through the vapors of higher education.

The plans for more junior colleges, adequately equipped and manned, as outlined by the State Board of Education, will do wonders when actually under way.

THE CRAFT OF "ART ENAMELING"

Art supervisors and teachers who have used "Enamelac," the air-drying art enamel in decorating art objects, will be interested in the announcement that the Prang Company of Chicago has added "Gold Emanelac" and "Silver Enamelac" to their list, making a palette of twenty-two colors now available. This gives a wide range, and makes any combination possible. "Enamelac" can also be had in half-pint, pint, and quart cans.

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pentine, with three brushes, is also supplied in a very attractive wooden box with a hinge cover. The outfit retails at $3.50. "Enamelac" is coming to be one of the most useful items for industrial art work.

PROFESSORIAL PROTEST AGAINST TEACHER RECRUITING

Prof. S. N. Patten says America needs fewer, not more, teachers, and that teacher recruiting only conceals troubles which ought instead to be spot-lighted and cured. He believes we should stop trying to find class teachers for pupils under ten.

Whatever we ought to do, we shall have no choice pretty soon unless we recruit more effectively. The U. S. bureau reports a present teacher shortage of 110,000. The Teachers' Week (Dec. 5-12), the twelve regional laymen's conferences which U. S. Commissioner has asked governors to arrange, gives a chance to set a new pace in teacher recruiting. If in this campaign for all children a tenth the organizing ability is shown which was put recently into the scout campaigns for a small fraction of all children, the week will pay big dividends.

Even Dr. H. H. Seerley deplores recruiting efforts by "press, pulpit, public officials and private publicists" until teaching is made a permanent protected state business.

One thing is certain, we must begin looking forward twenty years at least. We must work for recruits among eighth grade and high school freshmen, and among first and second year college students, instead of starting late with high school and college seniors.

Another thing is certain, we must stop fooling ourselves about the seriousness and numerousness of the causes for the teacher shortage. We must stop talking as if money were the only lure to teaching and advertise the many other attractions. And we must produce the attractions!

Library Titles

In Barbara Tries Teaching, which we shall issue shortly, Marie M. Weber says that she examined 14,600 titles of books on education, school and teaching in the Congressional and New York libraries and found only sixty that would make an instant appeal to young people debating whether to teach or not. In other words, we have been under advertising and misadvertising the rewards of teaching.

Do you yourself believe that salary increases alone will recruit enough ablest abilities into teaching? If so, how big must the salaries be? And how can the need be proved in time?

Normal Register Survey

From September, 1914, to September, 1920, the register in normal schools should have greatly increased. Why? Because pupils increased. Many states passed laws requiring professional training. Nationwide crusading has been done for recruits. Yet of 116 normal schools of all kinds reporting to the Institute for Public Service 65 had fewer students in 1920 than in 1914. The 65 schools lost 5709 students.

Of 78 state normal schools

51 lost 3869 from 1917 to 1920.
50 lost 4723 from 1914 to 1920.
27 gained 2037 from 1917 to 1920.
28 gained 3127 from 1914 to 1920.
Net loss 1823 from 1917 to 1920.
Net loss 1496 from 1914 to 1920.

In only the east and west central sections was there a net increase of 141 and 128 over 1914—against a loss of 1765 in the eastern (1260), southern (334), and western (171) teachers.—W. H. Allen in Institute of Public Service.

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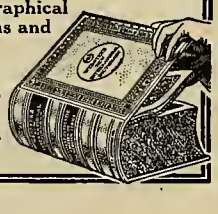

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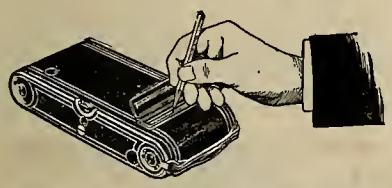

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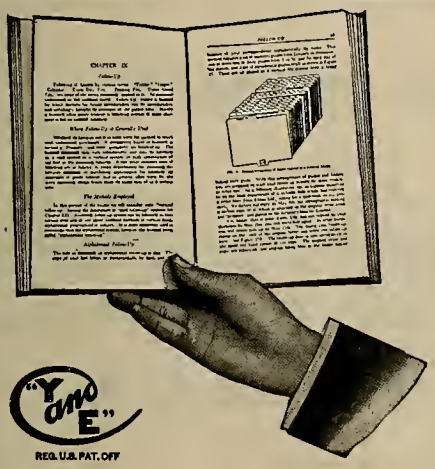

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MEETINGS

Bay Section the California Teachers, Association; W. T. Helms, Richmond, Cal., President; W. L. Glascock, Secretary.

Northern California Teachers' Association, Ella McCleary, President, Sacramento, Cal.; Mrs. Minnie O'Neil, Secretary.

Central California Teachers' Association.

Southern California Teachers' Association, Merton E. Hill, President, Ontario; Dr. E. A. Wilson, Secretary, Los Angeles.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs. Mrs. M. R. O'Neil, Sacramento, Cal., President; Mrs. I. M. C. Smith, Sacramento, Cal., Secretary.

Central Coast Section the California Teachers' Association; R. L. Bird, San Luis Obispo, President; G. A. Bond, Santa Cruz, Secretary.

California Education Officers, Sacramento, Cal., Hon. Will C. Wood, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Albert C. Olney, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Stanley B. Wilson, Mrs. Agnes Ray, George W. Stone; Elizabeth R. Phillips, Porterville.

The Western Journal of Education

HARR WAGNER, Managing Editor.
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ALICE ROSE POWER, School Director, City and County of San Francisco, San Francisco, Associate Editor.
HERBERT F. CLARK, Editor for Southern California.

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WHAT IS REALLY THE MATTER WITH THE TEACHING PROFESSION?

By James Morrow Malloch

The educational situation in the United States is startling. For months we have been reading articles appearing in our leading magazines, informing us that the American school system has reached a crisis. We are told — and truthfully told — that one-fourth of our population is illiterate, that two-thirds of this illiteracy is under the shadow of the rural school house, once America's pride and joy, that immigrants entering the United States are not being Americanized as rapidly as we have imagined, that one-half of the teachers in our public schools are immature and untrained, and that one-fourth of them stay with the teaching profession for only two years. These articles close by stating that the secret of the alarming situation lies in the fact that teaching is an underpaid occupation. Educational organizations and institutes throughout the nation have discussed the problem of the shortage of teachers, and taken action to remove the alleged cause. "More salaries for our teachers" is the war cry sounded into the ears of a sympathetic public. "Increase state expenditures for education and the present shortage of teachers will disappear," is the burden of an enormous amount of advertising.

Will an increase in salaries resurrect what seems to be a dying profession? The public is asking the fundamental question, "What is really the matter with the teaching profession?"

This question must be answered in a very elemental statement: **The trouble with the teaching profession is the lack of a standard of achievement.** The orator has a standard of achievement. He draws large audiences and sways their opinions by the gift of eloquence. The writer has his standard of success. He produces a great book which is purchased by millions of people and lives for generations. The physician has his test of ability. He cures diseases by means of a skill which he has acquired by long years of study. The business man has his measure of accomplishment. He builds up a fortune which he can claim as solely his own. What is the measure of the teacher's achievement? It is the record of the supervising official who may be prejudiced against her personality or the teaching number of years she has taught on which her salary is based, or the opinion of some method which she employs. The record of the years of her experience is but the turning of the calendar which announces the approach of old age. The opinion of the supervising official is unstandardized estimation.

The teacher's reputation may be removed forever by the vote of a group of men gathered around a table. This is not true of professions whose standards of achievement have been fixed by the needs and desires of mankind for thousands of years. What individual by the expression of his opinion could have deprived Henry Ward Beecher of his eloquence? Who ever possessed the ability to ask for the resignation of William Shakespeare? Who can remove Lister from the exalted position of discoverer in medical science? Who by the expression of his judgment can rob Rockefeller of his millions?

There are many evidences of the lack of a standard of achievement in the teaching profession. Some of these are as follows:

1. Unstable tenure of position.
2. The impossibility of personal investment in the profession.
3. The failure to recognize that skill increases with age.
4. Lack of self determination.
5. Inability to appeal to the interests of adults.
6. The rule of fads.
7. Few community interests.

Tenure of Position

In the average school system no position is permanent. Every teacher faces the possibility of removal at least once a year. Their danger of removal extends even to the office of superintendent of schools. Teachers do not develop the asset of indispensability. There are others who can fill their places sufficiently well. The removal of a teacher causes no noticeable loss in the efficiency of the school system.

Investment in Profession

Teaching is a profession. It is not a political adventure. One does not take up a teaching position with the intention of filling a term of office and then retiring to private business. Men and women enter the teaching profession as a life work. They prepare for no other occupation. But teaching is not a private business. It offers no possibility of financial investment. The young business man has the opportunity of turning part of his salary into shares in the firm. He thereby becomes an owner. The school system does not belong to anybody in particular. A salary is the only financial reward it offers. No one grows rich on a salary, much less on a salary offered by a school department. Moreover the red-blooded American has a dislike of salaries. He wants to go into business for himself. He wants to own something, to run his own affairs, to carve out his own destiny. The teaching profession offers to the young American neither political glory nor the opportunity for an independent career. It is purely a civil service proposition.

Skill and Age

Boards of education have refused to recognize that in the teaching profession as in other professions skill increases with age and experience. The wisdom of the old physician is proverbial. The great diplomatic conferences of the world have always been composed of old men. The old business man who has succeeded possesses the power of an accumulated fortune. But teaching offers little possibility of influence in old age. The old teacher is regarded by the average board of education as the poor teacher. The absence of a real standard of value relegates the matured teacher to the old fogy class. It is easy to get out of date in a profession without a stable standard of achievement. The young teacher of today, overflowing with new and revolutionary ideas, is the antiquated pedagogue of tomorrow, standing in the way of the apostles of progress who have followed him.

One of the most practical ways of keeping teachers up-to-date is the sabbatical leave, affording opportunities for study and re-creation. Colleges and universities should maintain classes for adults from which immature college students, with whom the older student has little in common, are excluded.

Lack of Self-Determination

There is a lack of self-determination in the teaching profession which is irritating to the young American seeking to choose a life work. Teaching is overshadowed by supervision, and teachers by supervisors. The teacher's work is mapped out for her by someone higher up. She becomes part of a machine without the opportunity of turning that machine to her own advantage. The instructor of children finds herself hampered by being treated as a child. Supervision kills initiative. It demands imitation rather than originality. A big business executive once said, "There's no great credit in being always right. Any man can be right if he's willing to sacrifice everything else to that. What I want is a man that will make some mistakes if it's necessary to get things done, and when he does make them will stand up and take his share of the responsibility like a grown-up man." The spirit of educational administration is against this point of view. The average teacher spends too much of her time making sure that she is right. Any deviation from the established program is considered insulting to her superiors who created it. Recent movements toward democratizing the teaching profession have secured large grants of power for the mass of teachers, but have not greatly increased the freedom or insured the stability of the individual teacher.

An Appeal to Adult Interests

Teaching has failed to appeal to the interests of adults. The actor attracts adult audiences. The author writes for adult readers. But the work of the teacher is confined to child life. Children fix no reputations and control no patronage. The teacher is valuated by "experts" occupying positions above her rather than by the youths who really know her. This situation was not true in ancient times. Socrates taught adults as well as children. He developed a system of philosophy as well as a method of instruction.

The Rule of Fads

Teaching has been ruled by fads. There has been no real science of education. Even much of the modern research in the field of education is merely the collecting of meaningless statistics. Illustrations of the rule of fads might be multiplied limitlessly. A few will answer our purpose. The small class was once considered the secret of educational success, but many modern educators affirm that the size of the class has very little to do with teaching efficiency. A few years ago oral reading was criticised as a teaching process and was replaced by silent reading. At the present time educators are lamenting the disappearance of oral reading from our schools. The methods which have been devised to teach penmanship are numberless. A profession ruled by fads can hope for little stability in its standards of achievement.

Community Interests

Teachers have avoided participation in the life of the community. They have avoided politics to keep from being crushed by its influence. Having an abundance of criticism within their own circles, teachers have sought to avoid criticism without. For the same reason teachers have shunned participation in the social life of the community. Few teachers are social leaders. School discipline hardens a teacher's personality, making her unattractive in the social world. School officials share this sternness and formality. They do not appreciate the theory of Dr. Frank Crane, who wrote "Agreeableness is worth money. Courtesy, politness and accommodation cost nothing, but you can sell them." The teaching profession seems to make it difficult for one to exercise his right as a citizen to participate in the life of the community.

One of the most potent factors in attracting young people to a profession is the personal charm of those already engaged in it. Young people in our colleges and universities are frank to confess that the personality of the teacher is not an inspiration which lures them toward the occupation.

The thing that goes the farthest
Toward making life worth while,
That does the most and costs the least,
Is just a pleasant smile.

Can a standard of achievement be discovered or created for the teaching profession? Teaching covers the whole field of human knowledge. There must be a standard of achievement for every department of study. Standards cannot be created artificially. Existing standards must be taken advantage of. The teacher of English can find her achievement in the production of literature, and the teacher of art in the painting of original pictures. In preparation for this, however, legislation and reorganization may provide the freedom in time and thought, which will enable teachers to develop their ability in those things which have been recognized as valuable for ages.

For to every man there openeth
A high way and a low,
And every man decideth
The way his soul shall go.

But all standards of achievement do not exist outside of the profession. Teachers vary in ability and positions differ in qualifications. The task of the executive is to place the right man in the right job. Large business concerns are giving more and more attention to this economy in labor administration. School superintendents, who preach the doctrine of vocational guidance, can find an inviting field for experimentation in their own teaching staffs. Proper placement is one of the best solutions of the teacher turnover problem.

There is an achievement, however, which excels all others. It is the achievement of social justice. The majority of teachers are women, with an inborn longing for home and children. This desire should not be frowned upon by school directors. Married women ought to be the best teachers. The mother is endowed by nature with an understanding of childhood. She has been called the "divinity of infancy." Her smile is the sunlight of the "beautiful hour of youth." Her charms are many and powerful. Her patience is enduring and very tender. Her thought is stamped with nobility.

On the stage and in the shop we find the married woman. We ought to find her in the school room. The little child who calls the young woman who instructs him in the kindergarten, "Mrs.", speaks words of wisdom. The right to live the human life and to establish a home of her own belongs inherently to every teacher in the public schools of America.

LOS ANGELES CONVENTION AN EDITORIAL INTERPRETATION

Any sort of an editorial interpretation of such an event as the Los Angeles County and City Institutes and the California Teachers' Association, Southern Section meeting, must of necessity be limited to only those portions or addresses heard by one person, unless several editors engage in the same task. The week's program covered such a wide field that one person can get but a small portion of the good things to be had on such an occasion. It seems that this year's session was particularly good and the whole program was pregnant with the best sort of material for all classes of people engaged in educational work. Crude indeed must the teacher's conception be of her duty to children and the opportunity for self-improvement who wouldn't see in such a gathering a veritable feast of good things and an inspiration for better work for the year to come. The intermixture of county and city teachers of various sessions gave a practicability to the program not usually obtained and the program committee and superintendents concerned are to be commended for this feature.

ARTHUR D. DEAN ON VOCATIONAL EDUCATION

The opening address of the Los Angeles city program by Arthur D. Dean of Columbia was prophetic of the practical nature of all the rest of the sessions to follow. His interpretation of the function of the intermediate school was particularly sound. The intermediate school isn't or shouldn't be a junior high school, nor, as he well said, should it be an advanced elementary school. It should be a period of investigation and exploration for the young people. A large number of subjects and activities should be accessible to them. The fact that they select the art course for seventh grade should be no criterion that they should follow that in the eighth. In fact, it would be better for the welfare of children if there were no courses in the intermediate school but a large number of subjects and activities and let children browse around in them, as it were, with the hope that somewhere they would get a cue as to what course they would like to follow in high school. Mr. Dean pointed out the significance of these years as being the experimental ages of children and that our schools should more fully recognize this fact.

MR. HARR WAGNER ON A BRIGHTER SOCIAL FUTURE FOR THE TEACHER

The second educational treat we were permitted to enjoy was an address given before the Los Angeles County Institute by Mr. Harr Wagner, editor of the Western Journal of Education. He reminded the teachers of their growing importance in the life of the community, the increased esteem and respect in which they are held, and the wonderful opportunity they have for influencing the lives of boys and girls and hence the affairs of mankind in the future.

His plea for a revival in literature was an oasis in the desert of mere utilitarian ideas of these days; and that there was still power and inspiration in the masterpieces of literature; that the teacher's calling above all others should lead her out of the prosaic into the realm of the spirit and the infinite; and that her greater social future should consist in enjoying the desert, the mountains and God's great out of doors. His was a plea for a larger cultural life for the teacher, and that only in keeping in touch with nature and the ideals of the poets can she bring to children that inspiration and strength they will so sorely need in meeting the problems of life in the future.

A. E. WINSHIP AND NEW DEMOCRACY IN EDUCATION

Dr. Winship in his usual forcible style indicated some of the tendencies in modern education that prophesy a new democracy. His chief idea being that the liberalizing of courses of study, the work of night schools and vacation schools, all indicate a very general spread of education in our country. It is, as he said, "that the only way to develop a democracy is to lift the average intelligence of all the people and that this can only be done by a very general extension of practical education.

THE SHORTAGE OF TEACHERS AND TRAINING FACILITIES IN CALIFORNIA

Probably the most significant session of the convention was that given over to the consideration of the shortage of teachers and the need of greater training facilities in California. This session was presided over by Mrs. Susan Dorsey and the subject was discussed by President Edward L. Hardy for the normal schools, Dr. Aurelia Henry Reinhardt for the non-state higher institutions, and Superintendent Will C. Wood for the State Department of Education.

President Hardy made a plea for a reorganization of the public school system whereby the work now done in sixteen years of school attendance can be done in fourteen, thus saving two years of a student's life for productive activity and a tremendous amount of money to the State by virtue of the shortened period of educating its young people. He made a plea for broadening the work of the Normal schools so that they would attract more young people into the work of teaching school. He showed that the supreme duty of the State is to prepare teachers to teach the children, for why prepare an adequate program of educating children without a co-ordinate plan of preparing teachers to teach them? He called attention to the fact that so long as teachers could go to a university, come out with a high school credential and then be able to draw a larger salary in high schools than in university, just so long would their Normal School training be neglected, much to the detriment of the teaching profession. It is only by enlarging the scope of Normal School work and providing liberal courses of study and adequate salaries for professors that the State school system can be made to function properly. Dr. Hardy rightly sees that every Normal School should be a teachers' college with a program as adequate as the State University, or any other university of accredited standing, if they are to attract the right kind of teacher-material to their doors and there prepare them for every phase of school work in the State.

Dr. Aurelia Reinhardt brought into bold relief the work done by non-State institutions in the educational work of the world. If our politicians and some of our newspapers who are so anxious about the money expended on public education would stop to consider the great work done by these private and semi-private institutions they would see that at least one-half of our young people must look to some other agency than the State for their higher education, and that these institutions are supported by loyal citizens of our country who bear their portion of public taxation. In other words our State is only about half doing the job.

Superintendent Will C. Wood outlined the plan the State Board of Education has in hand for enriching and making more efficient the school work of the State. California is to be congratulated for having as its chief educational supervisor a man with the breadth of view, the vigorous disposition and the ability to get things done that our State Superintendent of Public Instruction has.

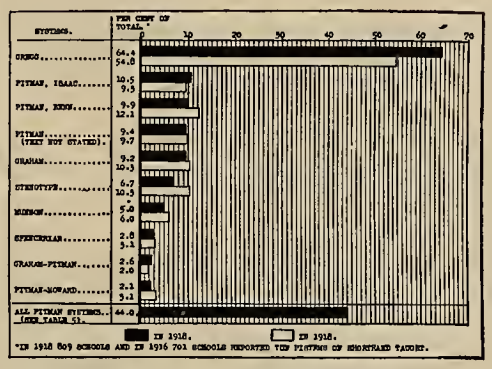
This brief editorial review touches only a few of the best things of the convention. Much credit is due the management for the convenience, the practicability and the general arrangement of the various parts of the program.

H. F. C.

C. W. Childs, formerly president of the State Normal School at San Jose, at the age of seventy-seven is devoting his life to Farm Bureau work, bringing it in touch with the schools and county free library in an intelligent and effective manner. Mr. Childs has had an interesting career in educational work. He began teaching in Eldorado county. He was among the first graduates of the first Normal School in California, when it was located back of the old Lincoln School on Fifth and Market. He was principal of the Suisun school for several years, and for a quarter of a century teacher and principal at San Jose. He is in good health and will continue his great service to the people.

U. S. Government Report on Shorthand Systems

The leadership of Gregg Shorthand is graphically shown in "Bulletin, 1919, No. 47, Private Commercial and Business Schools 1917-18," recently published by the Department of the Interior. The Bulletin deals wholly with private commercial and business schools statistics. The following graphs reproduced from the Bulletin show that Gregg Shorthand is taught exclusively in more private schools than all other systems together.



Percentage of all private commercial schools which teach the systems most generally given, 1917-18. (Page 40.)

SALIENT POINTS

An analysis of the Bulletin develops the following points of interest:

Representation of five leading systems in schools teaching one system only, 1918:

Gregg	291	53.2%
Benn Pitman	46	8.4%
Isaac Pitman	45	8.2%
Graham	31	5.7%
Munson	13	2.4%

"Increase or Decrease Since 1916 in Percentage of One System Schools Teaching the Twelve Systems Most Generally Taught in 1918:"

INCREASES

Gregg	26.4%
*Graham-Pitman	17.6%
Isaac Pitman	1.2%

DECREASES

Graham	14.9%
Munson	47.9%
Pitman	4.4%
**Benn Pitman	32.8%
**Pitman-Howard	52.0%
Spencerian	36.0%

*There is no such system as "Graham-Pitman."
**"Benn Pitman" and "Pitman-Howard" are identical. The decrease for this system should therefore be 84.8 per cent.

The Bulletin contains much valuable data concerning enrollments, courses offered, length of courses, tuition, etc. Copies may be obtained from the Superintendent of Documents, Government Printing Office, Washington, at twenty cents each.

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JOTTINGS OF A TRAVELING BOOKMAN

By William Maurice Culp

Three cities of San Diego county, Coronado, National City, El Cajon and Lakeside, are to have new high school buildings in the near future.

At National City Percy R. Davis, supervising principal, has brought about the formation of the Sweetwater Union High School. This high school district is made up of ten grammar school districts that run from National City to the Mexican border, some ten miles distant. A bond election for $172,000 was carried successfully. The bonds have been sold at a high premium. Twenty acres have been donated for the school campus. From present prospects the next six months will see the completion of a completely modern high school building.

The Grossmont Union High School was formed this last year in the Lakeside-El Cajon district by the inclusion of fourteen grammar school districts into a union high school district. F. F. Martin, superintendent of San Diego county, has been strong for consolidation and this has been one of his most successful accomplishments. Carl N. Vance is the principal. A bond election for $110,000 was carried and the money is now available. A thirteen-acre tract has been donated for the high school grounds.

At Coronado a bond election of $125,000 has been carried for a new high school. Principal J. Leslie Cutler of the high school is expecting to have a very up-to-date building as soon as possible.

Escondido Union High School, under Principal M. W. Perry, has the greatest enrollment in its history. The increase this last year was almost forty per cent.

Principal George A. Dickson of the Oceanside-Carlsbad Union High School is a very enthusiastic supporter of physical training in the high school.

The Coronado grammar school building always impresses one as one of the neatest and most usable structures in the West. Fred A. Boyer, the principal, states that the pupils do exceptionally good work under such favorable conditions.

Paul Fleming, principal of the Brooklyn school, San Diego, has been appointed to the San Diego County Board of Education.

W. L. Nida, author of several widely known school texts, is principal of the Florence school, San Diego. Mr. Nida likes San Diego immensely and is enjoying his first experience in California.

Miss Marie Shaw, vice-principal of the Sherman school, San Diego, is one of the city's most interested students of the geography problem.

Mrs. Vivienne C. Halliday, vice-principal of the Logan school, San Diego, does a great deal of work in educational tests.

William T. Skilling, head of agriculture and nature study at the San Diego Normal School, has a book on agriculture for the grammar grades and junior high schools just published by the World Book Company.

Edward L. Hardy, president of the San Diego Normal School, believes that if we reorganized our school system so as to have a junior high school of the seventh, eighth, ninth and tenth grades and a senior high school of the eleventh, twelfth, thirteenth and fourteenth grades that we would be able to put our youth into industry at twenty-one when they are real economic units and thus save the universities for those who desire academic or more intense instruction.

Miss Eleanor Hitt commenced her duties as county librarian of San Diego county January 1st.

C. A. Marcy, district superintendent of the Fullerton grammar schools, is trying out a scheme for the vitilization of geography. In the study of California geography and history, trips to places of interest are made. The privilege of making those trips goes to the twelve students who have done the best work over a period of time. The incentive leads to hard work on the children's part. Recently twelve students and six adults went to San Juan Capistrano, San Diego Mission and city, Coronado and had a very instructive trip. The children on returning gave very able reports to the rest of the class. Mr. Marcy states that the plan is rather expensive, but that it certainly adds to the interest of the study of California geography and history.

Miss Elizabeth Riddell, librarian for the Long Beach grammar schools, has just moved into new quarters on the Pine Avenue school grounds. A bungalow building has been fitted up and is one of the most artistic and charming library rooms to be seen anywhere. If every school could have such a library room the library would be a joy forever to the school.

Miss Minnie Gant, principal of the Temple Avenue school, Long Beach, is working on a new course in geography.

S. F. Howland, principal of the Horace Mann school, long Beach, runs one of the city's most pleasing grammar schools.

Miss Beeda A. Metcalf, head of geography of the Berendo intermediate school, Los Angeles, is head of the Council of Geography in Southern California.

Mrs. O. D. Enfield, principal of the El Sereno school, Los Angeles, believes in the vitilization of geography through moving pictures.

Dr. Lester B. Rogers, considered a national authority on secondary education, and dean of the school of education of the University of Southern California, has been appointed director of the summer session of the university, according to an announcement just made by Dr. George Finley Bovard, president.

The summer session will open June 20 and continue until July 29, students of the summer session to be given the opportunity of participating in the dedication ceremonies of the new George Finley Bovard $600,000 administration building and the annual commencement exercises which will be held during the first week of the session.

Dr. Rogers has already arranged for a faculty to be composed of famous educators from all parts of the country as well as a large portion of the regular university faculty.

Visiting professors will include Dr. F. W. Blackmar, of the University of Kansas; Dr. Richard Burton, University of Minnesota; Dr. John M. Coulter, University of Chicago; Dr. Lindsay Rogers, lecturer in the department of government, Harvard and Columbia, and professor of political science in the University of Virginia; and Dr. Glen L. Swiggett, of the bureau of education, Washington, D. C.

Classes will be offered in agriculture, art, education, home economics, music, oratory, languages and physical education work.

Prominent members of the regular faculty who will take part in the summer session will be Dr. E. S. Bogardus, Dr. James Main Dixon, Dr. Ralph T. Flewelling, Dr. John W. Todd, Dr. LeRoy S. Weatherby and Dr. Lester B. Rogers.

FOR COUNTRY AND OUR CONSTITUTION—$480 IN CASH PRIZES

The National Security League asks grammar school children in every State to suggest original charades, dramatization, or pageants to illustrate how the Constitution guarantees our liberties.

Three prizes for each State, including the District of Columbia: First prize, $5; second prize, $3; third prize, $2.

Conditions: The competition is restricted to pupils in the grammar grades. The material submitted must include:

1. Designation of some particular section of the Constitution chosen for illustration.
2. The names of the characters.
3. Description of the action, if a pageant or charade.
4. Dialogue, if a dramatization.
5. Suggestions as to costuming, etc.

Manuscripts must be legibly written upon only one side of the paper. They must bear the name, age, grade, and address of the contestants, and the names of the school attended and of the teacher in charge.

Manuscripts cannot be returned. Prize winners will be announced as soon as possible after the close of the contest.

All manuscripts should be addressed to
CONSTITUTION CONTEST,
National Security League,
17 East 49th Street,
New York

The results of this contest will be used to help teachers and children everywhere to make their lessons on the Constitution more interesting and profitable.

"A Catechism of the Constitution," pub-

lished by the National Security League, sets forth the fundamental principles of the Constitution in twelve simple question and answer lessons. It will be forwarded to any contestant on request accompanied by a two-cent stamp.

Pupils entering the contest will not only bring honor to their school and State, but serve the cause of Good Government in the whole world by proving that our Constitution gives all the freedom and opportunity any honest man wants.

The many friends of Professor F. O. Mower, formerly principal of the Madera High School, will be glad to learn that he has nearly recovered from the severe automobile accident which he met with just before Thanksgiving, and expects soon to be able to take up his school work again.

NEW YEAR ALTERNATIVES, 1921

1. To be easy to look at and be with or to be a joy killer.
2. To be my own man in my thinking about education and public service or follow-the-leader.
3. To serve my own people or to serve tradition, text writers and prestige absorbers.
4. To study and glorify my own opportunity and obligation or to study others' books and disparage my own job.
5. To look around and ahead or behind and deferentially up.
6. To analyze and choose or blindly accept and imitate.
7. To be specific and constructive or general and discursive.
8. To work for growth in ability to create and serve or for degrees.
9. To remember that there has been a world war or to forget it.
10. To fit activities to post-war needs or to pre-war ruts.
11. To be militant or apologetic when education and teaching are misrepresented.
12. To recruit the ablest into teaching or to drive them away.—W. H. Allen, in Institute of Public Service.

Superintendent C. H. Camper of the Chico schools is carrying forward a big educational program. In men like James Ferguson and S. P. Robbins and others he has able assistants.

Superintendent Passmore, county superintendent of Butte county, in an open letter calls attention to the following: I shall rely to a large extent upon community organizations for assistance in this. There should be a Parent-Teacher Association established in every school house, working under the rules and authority of the California Civic Center Law, which establishes every school in the State as a civic center, and requires the boards of trustees to furnish light, heat and janitor service. Progressive teachers need not fear such organizations, and those teachers must ever be accounted the most progressive who promote community organization and assist by taking an active part. The programs must be kept constructive, and above all, let there be no indulgence in personal politics or spite. If we eliminate some fraction of the tendency to "do personal politics" from the schools of Butte county, we shall have set a worthy example for other sections of the State, and shall have taken a great forward step.

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CATALOG ON REQUEST

ENGLISH IN BUSINESS

"English in Business," by Dudley Miles, is a complete and practical course on the fundamentals of good writing for any purpose whatsoever. It is designed to meet the needs of those boys and girls who are preparing for active work rather than for college, consequently, the teachers of all second grade schools, especially of commercial departments, will find that it effectively answers the demand for an English course containing the essentials. The author, by reason of having been a teacher for many years, is familiar with the teacher's problem; has therefore aimed to point out the most direct and effective means of teaching English; that is, by mastering one thing at a time.

The next point brought out is to have the pupils apply these mastered principles to criticising their own work. Its special merit lies in the fact that the book contains abundant corrective exercises.

The book is divided into three parts: Part I, Use of English covering business situations; Part II, English involving situations that require diplomacy and keen intelligence; Part III, Fundamentals of Good English, covering (a) Construction of Sentence, (b) Proper Use of Nouns and Pronouns, (c) Practical Spelling, (d) Rules for Use of Capital Letters and Punctuation.

The particular excellence of this latter section is that rules are specific and easily mastered by any pupil. New York, the Ronald Press Company ($1.20)?—Reviewed by N. L. Walsh, Hancock School.

The San Francisco Teachers' Association, Marjorie Stuart president, Francis A. C. Mooney, secretary, gave an informal reception to the Board of Education of San Francisco, with special reference to the recently appointed members, Daniel C. Murphy, Helen P. Sanborn and Alice Rose Power. Mayor Rolph made a speech, especially commending Miss Power for service to the department and her service to the State. Samuel M. Shortridge, U. S. Senator, also spoke, and gave high praise to Mr. Murphy, Mrs. Sanborn and others, and to the schools of San Francisco. Mrs. Stuart presided with charming dignity and spoke with great effectiveness of the teachers' appreciation of the co-operation of the Board of Education in the interests of the children.

Earl Chandler and Mr. Gayton, formerly of the Potter Bros. & Co., have organized the California School Board Depository and have taken over the business plant of the Potter Bros. & Co. We have known Earl Chandler for some years, and he knows books and knows how to be of service to schools, libraries, book stores and others. He has a fine list of Eastern agencies and we look for him and his associates to develop the largest and most satisfactory book depository on the Pacific Coast.

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THE PRANG COMPANY

1922 Calumet Ave., Chicago 30 Irving Pl., N. Y.

The Kitchen of the Modesto High School Cafeteria, where Every Modern Convenience is at the Pupils' Command

MODESTO SCHOOLS

The city of Modesto has become one of the fastest growing centers of population in the upper San Joaquin Valley. The last census gave near ten thousand inhabitants. With increase of population the schools have grown tremendously and Modesto has been fortunate in the last four years of having superintendent W. E. Faught as the head under which these new conditions have been met.

When Mr. Faught took charge, Modesto high school had some three hundred students; now it has over nine hundred. Four years ago the high school plant was old and there was need of a new one. Now, four years later, the citizens of Modesto, under Mr. Faught's leadership, have a four hundred thousand dollar plant that is the last word in school architecture. The main building is of mission style and with its copious wings it houses the students most comfortably.

This last year has seen the completion of the domestic science and biological wings. In the biological wing we find some excellent laboratories with built-in contrivances designed by Mr. Carl L. Anderson, head of the department of biological sciences. Mr. Anderson's students are making botanical and entomological plates that are equaled by no other school in California.

In the other wing one of Mr. Faught's pet schemes has reached fulfillment, for Modesto high school is successfully solving the problem of the noon lunch. Beneath the new $200,000 wing recently added is installed a modern cafeteria, complete in every detail, and capable of handling 500 persons at one time. With a continuous session such as now in operation, three cafeteria periods could accommodate 1500 pupils per day. The present enrollment is barely half that number, so this department will adequately care for the school for some time to come.

It has long been the ambition of Principal W. E. Faught, to develop the domestic science work upon a more efficient plan than the one commonly followed, allowing the girls to cook food in reasonable quantities without forcing them into an unprogressive routine. The cost of quantity cooking is likewise prohibitive unless the product can be utilized nor could a course of study permit a daily routine of meal preparation. The first problem was solved by serving the products of the cooking classes to the students in the cafeteria at near cost; the second by providing auxiliary helpers to provide the additional dishes necessary for a balanced meal which might not happen to be in the line of the students' course, and also take care of the dish-washing and other routine work. The latest kitchen machinery obtainable has been installed, including gas range, electric dish-washer, potato peeler, potato masher, etc., thus reducing the labor to the minimum. Mrs. Elsie Utter was given charge of the experiment and has managed so successfully for the past two years that not only has she paid for her materials, her helpers and reduced prices but has a balance in the cafeteria fund. Furthermore, the cafeteria classes are becoming more popular with the students as their practicability becomes more evident. The food prepared in the regular cooking laboratories is sent to the room below by means of a dumb waiter and it is an inspiring sight to see a class of twenty girls divided into groups, one group preparing salads, another vegetables, another meats or desserts, and so on, while every few days the groups change places and so rotate through the course.

And why not? argues Principal Faught, since in domestic art we no longer make sample dresses or aprons or bonnets. In the manual training shops we do not make models of chairs or desks or tables. In agriculture we do not raise sample pigs, vegetables or corn. In domestic science these girls cook real food in quantities to be served to real people on real tables at real meals.

The following sample menus and prices are taken at random from those offered:

September 22.

Rolls, each 2c; butter, 1c; banana salad, 5c; lima beans, 5c; crab salad, 5c; pork roast, 5c; beef roast, 5c; steak and brown gravy, 5c; mashed potatoes and gravy, 5c; green peas, 5c; hominy, 5c; prune whip, 5c; chocolate pudding, 5c; vanilla ice cream, 5c; pineapple ice, 5c; strawberry ice cream, 5c; hot chocolate, 5c; milk, 5c.

November 9.

Rolls, 2c; butter 1c; pineapple salad, 5c; asparagus salad, 5c; lettuce salad, 5c; veal roast, 5c; beef roast, 5c; weenies and kraut, 5c; mashed potatoes and gravy, 5c; string beans, 5c; escalloped corn, 5c; Spanish donatelli, 5c; rice pudding, 5c; layer cake, 5c; chocolate ice cream, 5c; vanilla ice cream, 5c; grape ice, 5c; hot chocolate, 5c; milk, 5c.

Commodious Dining Room of the Modesto High School Cafeteria

A LIBRARIAN'S VIEWPOINT OF A TRIP AROUND THE WORLD

George T. Clark, Librarian of the University, is back at Stanford after a year of travel in which he encircled the globe. He carried with him a "want list" comprising 6370 volumes for which the University had been seeking for some years past, but which by reason of their rarity or inaccessibility it had not been successful in acquiring. Aside from purchases from this list, Mr. Clark was in a position to take advantage of favorable opportunities as they might arise for the acquisition of other desirable material. Altogether about 11,000 volumes will be added to the library as the direct result of the tour.

Japan, the first country visited, did not yield much on his "want list," but otherwise proved bibliographically interesting. At the Imperial University Library at Tokio he was shown, among other treasures there preserved, a deed making conveyance of real property in the ninth century, a Buddhist manuscript about 1000 years old, a makemono illustrative of the Mongol invasion, and the first set of movable type (wooden) used in Japan.

Of particular interest, however, was the George E. Morrison Asiatic Library, probably the best collection in existence of books about China. Dr. Morrison, who died in England a few months ago, was the representative of the London Times at Peking from 1895 to 1912 and afterwards political adviser to the Chinese government. Writing of his library Dr. Morrison states: "It is the result of an effort sustained during more than twenty years to form a comprehensive collection of books, papers, pamphlets, prints and engravings dealing with the Chinese at home and abroad, and with China and her dependencies past and present in every subject and in every European language." The library, comprising about 25,000 volumes, was purchased by Baron Iwasaki in 1917 and removed to Tokio, where it is planned to erect a permanent home for it and make it available to scholars. Mr. Mikinosuke Ishida is its librarian.

London is always a good hunting ground for the book-buyer and, furthermore, the readjustment now in process as an aftermath of the war is bringing many valuable collections upon the market. The foreign exchange rates also make this a favorable time for Americans to buy. Librarian Clark particularly enjoyed his experiences with the English book-sellers and was highly impressed both by their bibliographic information and the accurate knowledge of their own stocks, often running into thousands of volumes and continually changing. For example, a particular edition of Shakespeare published in 1740 was being sought, and a certain dealer offered one published in 1752, explaining that the text was identical with that of the 1740 edition, a statement easily verified. In another instance a dealer gave the early history of a certain medical journal begun in the middle of the last century and which had gone through various transformations with changes of name. A dealer in the south of London showed a surprising knowledge of his stock, which ranged from 30,000 to 40,000 volumes. When Mr. Clark submitted to him a list of various editions of Shakespeare desired, the dealer looked over the list, said he had only one of them on hand, and turning to an assistant told him to go upstairs and get that copy of the Johnson & Steevens Shakespeare in the front room, third shelf from the top on the right-hand side.

In London Mr. Clark was able to obtain twelve editions of Shakespeare, which the English Department of the University has been eager to obtain. Among the most interesting of these is that of Rowe, published in 1709-10, the first illustrated Shakespeare published and the beautiful Halliwell edition published in sixteen volumes between 1853 and 1865.

In England also he was able to complete the Stanford set of the Royal Society of London Philosophical Transactions, obtaining volumes covering the period from 1665-1800. It has been said that if all other records of modern scientific achievements were wiped out, the records of this society would preserve everything of value in that direction. Comparatively few American libraries have the complete file. Mr. Clark was able to obtain these early volumes through the fact that he happened to be in London just in time to reap the advantage of a British nobleman's consolidating three estates, a process which threw on the market this valuable set.

At Cambridge, England, Mr. Clark met a bookman who had been connected with one firm for forty years in premises which had been used as a bookshop for three hundred years. Another instance of life-long service was met in the case of the curator of the map division of Cambridge University Library. The collection includes 150,000 separate maps which it is this man's ambition to classify and file and physically care for in such manner as to make each readily available. He has been on the job forty years and expects to have the task accomplished in the next ten years, on the expiration of which he will be eligible for retirement.

A desire on Mr. Clark's part to see the Pepysian Library at Magdalene College, Cambridge, was not encouraged, it being vacation time and the librarian absent. A bookman explained that he would not be allowed to handle any of the books anyway, as they were kept locked in a case. Pepys stipulated that in the event of a book being lost the whole collection should be transferred to Trinity College, so Magdalene is not taking any chances.

As a general rule, out of print books are most successfully sought in the country where they were published, but there are exceptions. Mr. Clark found the best collection of the reports of the Indian Archaeological Survey, not in India but at Edinburgh, and set of the Journal of the American Oriental Society published at New Haven he also picked up at the same place.

One of the items on the "want list" was Tarbés "Collection des poetes champenois anterieurs au XVIe siècle," set of four volumes published at Rheims during the years 1847 to 1864. Only seventy-five copies were printed and naturally the work is very rare. Mr. Clark was delighted to find a copy in the office of one of the Paris book-sellers. It was beautifully bound in full calf and, in the dealer's opinion, its value was further enhanced by the fact that it bore the bookplate of M. Clicquot, a name well known to users of champagne.

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ANNUAL CONVENTION OF COUNTY AND CITY SUPERINTENDENTS AT MISSION INN, RIVERSIDE, CALIF., OCTOBER 4-8, 1920

The convention opened with an invocation by Superintendent J. W. Linscott. Will C. Wood was elected chairman; W. H. Hanlon, H. M. Rebok and Mrs. M. A. Clark, vice-presidents. Sam Cohen was elected secretary and Miss Mignon assistant secretary. Superintendent Wheelock of Riverside delivered an appropriate address of welcome filled with thoughtful and progressive ideas. Superintendent Cagney responded in an address of good fellowship, charm of manner and facility of expression.

The keynote address, by Will C. Wood, was an impressive and vigorous appeal for the leadership of high ideals. It was an address in consistent harmony with his acts and leadership the past few years. At points in the address he rose to pure, impressive oratory and won appreciative applause at frequent intervals. He emphasized the great need of adequate preparation to meet the crisis in education in the State and nation. His address had vision, that did not overlook the actual facts of our educational weaknesses brought out by conditions developed by the war.

The next speaker was W. W. Kemp of San Jose, who gave a carefully considered presentation of the great changes going on in our normal schools and the essential needs of a complete reorganization.

In the afternoon Mark Keppel presented Amendment No. 16, and his plea was effective in securing a response from every city and county superintendent present.

Tuesday morning Fred M. Hunter presented in a vigorous speech the N. E. A. and its program for the advancement of education. C. J. Du Four presented "Thrift and Savings in the Schools," and Superintendent Alfred Roncovieri spoke of the San Francisco Plan, which created very great interest, and it was surprising to the superintendents to learn how efficient the plan was worked out in San Francisco schools. Superintendent Chenoweth spoke of teacherages in Kern County. He has lead the State in this work, and has accomplished splendid results. Kate Horn, G. P. Morgan and Craig Cunningham also spoke on the subject. Agnes Howe, R. L. Bird, R. P. Mitchell and Ira Landis spoke on consolidation of schools.

In the city superintendents' section, Chas. E. Leach, C. C. Hughes, Elmer E. Cave, and C. E. Barber spoke on the relation of the city to the school districts as defined by charter, a general law; and Superintendent Dorsey, Alex. Sheriffs, A. N. Wheelock and Henry C. Johnson spoke on boards of education. Walter T. Helms, Chas. H. Camper, W. L. Stephens and Paul E. Stewart spoke on how to conduct a school campaign.

Wednesday morning H. B. Wilson, Geo. B. Albee and Jerome Cross spoke on teachers' organizations; and Bruce Painter and R. B. Crandall spoke on changes of school law affecting intermediate schools. This was in the city superintendents' section.

In the county section Grace Stanley, Merton E. Hill and F. F. Martin discussed rural school problems; and Margaret McNaught, Irene Burns, Mamie B. Lang and S. M. Chaney spoke on improved grounds and equipment of rural schools.

In the afternoon E. P. Clarke gave a most interesting translation of his impressions at the Citizens' Educational Conference in Washington. It was unusual in its clearness, its scope and its conclusions. Mrs. H. J. Ewing spoke on the Parent Teacher Associations, and John W. Anderson and Dan White gave interesting experiences with the same.

Hon. Stanley B. Wilson was the orator on Wednesday evening. His subject was Statesmanship in Education. It was a fine address from every angle. The content was fine, the illustrations were apt, the poetry quoted was beautiful, and the ideals of the address were high. Mr. Wilson has the personal charm of the orator. His voice is suggestive of the spiritual quality of his mind. His action, while vigorous, does not over-emphasize the physical, and his range of scholarship is great. As a student of Blair's Rhetoric, I certainly appreciated the classical effort. His audience was greatly interested in educational leadership. Each one of the superintendents is a leader in his or her duties, so that the address was appropriate to the minds of the audience, the time, and the occasion.

Thursday morning Miss Ethel Richardson, John F. West and G. V. Whaley gave the State program for Americanization, and Fred C. Nelles spoke on the twenty-four school. The city superintendents in the afternoon listened to an able talk by Sam Cohen on problems of exceptional children. Dr. J. Harold Williams, Dr. H. A. Sutherland and J. A. Cranston also spoke on the same lines.

The county superintendents considered music in the rural schools, with Frances Wright, A. G. Elmore, Lizzie Vagedes and Jas. B. Davidson as the speakers. Normal school extension service, with Mrs. M. L. Richmond, Cecil M. Davis, Carolyn Webb and Robert A. Bugbee, on the program, was the second topic.

Friday morning.—Ansel Williams, Dewitt Montgomery and E. R. Snyder discussed part education. High school textbook law was discussed by A. C. Olney and W. E. Faught, and Mrs. Elizabeth Phillips of the State Board of Education gave a frank and a very interesting interpretation of the attitude of the State Board of Education towards textbooks and present conditions. Fred M. Hunter closed the morning session with a speech on school taxation.

A number of speeches not on the regular program were of special importance. Dr. E. C. Moore, president of the Southern Branch of the University of California, made a masterful appeal for Amendment 12; Dr. J. R. Haynes, the father of the initiative, spoke against constitutional Amendment 4; A. J. Cloud gave a fine talk on teachers' organizations, and Susan Dorsey complimented the Boards of Education of San Francisco, Fresno and Oakland for upholding teachers' organizations and opposing the affiliation of teachers with labor unions. Jerome Cross, who has, with the exception of Alfred Roncovieri, been in the front trenches of this battle for the freedom of teachers from walking delegates

and for professional standards, made an eloquent speech on the subjects.

Miss Bradford of the Red Cross was the rapid-firing gun of the convention. Next to President Vincent, she is a regular express train when it comes to expression—no stops, no side tracks, no flag stations on her line. However, her talk was good, and she got across with her great message.

A number of superintendents visited the Chaffney Union High School, and were delighted with the work Professor Merton E. Hill is doing in establishing a new unit of school administration.

Elizabeth Hughes, who has been re-elected to the legislature, was the last speaker of the convention, and she spoke in her usual effective and graceful style.

The superintendents purchased a memorial wreath to place on the grave of Edward Hyatt, who for twelve years was loved and respected by the people of the State as superintendent of public instruction. Superintendent Wheelock, Ira Landis and E. P. Clarke were the committee in charge.

The committee on resolutions, with J. W. Linscott as chairman, certainly worked out a document that is of tremendous value at this time and will lead to the standardization of educational legislation for some years. The resolutions are printed in full.

The baseball game between the city superintendents and the county superintendents was the greatest outdoor sport of the convention. The county superintendents' nine were: Ira Landis, Roy Good, E. J. Fitzgerald, Roy Cloud, Archie Cloud, E. P. Clark, R. P. Mitchell, Craig Cunningham, E. F. Clark and S. M. Chaney. The city superintendents' were: Jerome Cross, F. M. Hunter, E. M. Cox, Alex Sheriffs, C. E. Teach, W. L. Stephens, Paul Stewart, O. R. Hartzell and E. E. Cave. The game was very exciting. The county superintendents were away in the lead until the close, when the city superintendents made runs by the wholesale and quit ahead. It was some game.

List of Educators Registered at Superintendents' Convention

County Superintendents: Alameda, David Martin (assistant); Alpine, Mrs. Eugenia Bruns; Amador, Mrs. Sabra R. Greenhalgh; Butte, Mrs. Pearle Rutherford; Calaveras, Teresa Rivara; Colusa, Perle Sanderson; Contra Costa, W. H. Hanlon; El Dorado, E. J. Fitzgerald; Fresno, Clarence W. Edwards; Glenn, S. M. Chaney; Humboldt, Robert A. Bugbee and wife; Imperial, Buel F. Enyeart; Inyo, Mrs. M. A. Clarke; Kern, L. E. Chenoweth; Kings, Miss M. L. Richmond; Lake, Minerva Ferguson; Lassen, Mrs. Julia A. Norwood; Los Angeles, Mark Keppel; Madera, Craig Cunningham; Marin, Jas. B. Davidson; Mendocino, Roy Good and wife; Merced, Mrs. Belle S. Gribi; Modoc, Mrs. Nettie B. Harris; Mono, Mildred Gregory; Monterey, Louise Mignon; Napa, Lena A. Jackson; Nevada, Elizabeth M. Richards; Orange, R. P. Mitchell; Placer, Irene Burns; Plumas, Mrs. Kate I. Donnelley and Miss Miriam Donnelley; Riverside, Ira C. Landis; Sacramento, Carolyne M. Webb; San Benito, W. J. Cagney; San Bernardino, Mrs. Grace C. Stanley; San Diego, F. F. Martin; San Francisco, Alfred Roncovieri, Archie Cloud (deputy); San Joaquin, John W. Anderson and wife; San Luis Obispo, Robert L. Bird; San Mateo, Roy W. Cloud; Santa Barbara, A. S. Pope; Santa Clara, Agnes Howe; Santa Cruz, Cecil M. Davis; Shasta, Mrs. Charlotte Cunningham; Sierra, Belle Alexander; Siskiyou, Mrs. Kate E. Horn; Solano, Dan H. White; Sonoma, Ben Ballard, wife and party, Muriel McTigue (deputy); Stanislaus, A. G. Elmore and wife; Sutter, Lizzie Vagedes; Tehama, Mamie B. Lang; Trinity, Miss Lucy Young; Tulare, J. E. Buckman and party; Tuolumne, G. P. Morgan; Ventura, Mrs. Blanche T. Reynolds; Yolo, Harriet S. Lee; Yuba, Jennie Malaley.

City Superintendents: Alameda, C. J. DuFour and wife; Alhambra, Chas. E. Barber; Bakersfield, Chas. E. Teach and party; Berkeley, H. B. Wilson and M. C. James; Chico; Chas. H. Camper; Eureka, Geo. B. Albee; Fresno, Jerome O. Cross; Long Beach, W. L. Stephens; Los Angeles, Mrs. Susan Dorsey; Modesto, W. E. Faught and wife; Oakland, Fred M. Hunter, E. Morris Cox (assistant); Oroville, H. P. Short; Pasadena, J. F. West and party; Petaluma, Bruce H. Painter; Piedmont, Wm. John Cooper and wife; Pomona, G. V. Whaley; Richmond, W. T. Helms; Riverside, A. N. Wheelock; Sacramento, Chas. C. Hughes; Salinas, Arthur Walter; San Bernardino, B. R. Crandall; San Diego, Henry C. Johnson and assistant; San Jose, Alex Sherriffs; San Luis Obispo, Arthur H. Mabley; San Rafael, Oliver R. Hartzell; Santa Ana, John A. Cranston; Santa Barbara, Paul E. Stewart; Santa Cruz, John W. Linscott and wife; Santa Monica, Horace M. Rebok; San Mateo, G. W. Hall; Stockton, Ansel S. Williams; Vallejo, E. E. Cave; Visalia, DeWitt Montgomery, wife and party.

District Superintendents: Redondo Beach, C. A. Langworthy; Lindsay, O. S. Hubbard; Montebello, Mark R. Jacobs; Reedley (joint union high school district), Cree T. Work; San Anselmo, Wade F. Thomas; Mill Valley, H. H. Mathews; Taft, J. A. Hamilton; Redwood, A. E. Monteith; Upland, Edith Troeller.

San Jose State Normal, W. W. Kemp; Santa Barbara, C. L. Phelps; San Francisco, Frederic L. Burk; Fresno, C. L. McLane; San Diego, E. C. Hardy.

University of California—Dr. E. C. Moore and wife, Dr. David Barrows.

State Board of Education—Stanley B. Wilson and wife; Mrs. E. B. Phillips; Mrs. O. Shepard Barnum; E. P. Clark.

State Superintendent's Office — Will C. Wood and wife; Job Wood, Jr.; Maude I. Murchie; J. C. Beswick; Dr. Margaret S. McNaught; E. R. Snyder; Sam H. Cohn; A. C. Olney; Ethel Richardson.

Honorary Members

Harr Wagner—Western Journal of Education.

Arthur Chamberlain—Secretary C. T. A.

James A. Barr—Sierra Educational News.

Mrs. May Dexter Henshall—State Library Organizer.

M. Burney Porter—Appointed Secretary Southern Branch University of California.

Alice R. Power—San Francisco Board of Education.

Elizabeth E. Keppie — Southern Branch State University.

Mrs. Elizabeth Hughes—Member of the Assembly.

F. N. Meyer—California School of Arts and Crafts.

TEXTBOOKS

By W. W. Earnest
Superintendent of Schools

Our views of what education should be change from decade to decade, and even more rapidly in this period of world upheaval, as the real needs of society demand. As the views become generally accepted in the educational world or in any particular field of education, we expect to find and always do find those views reflected in a crop of new textbooks, prepared to present the subjects to pupils in the up-to-date form.

There is probably no other field in which the newer ideas are so sure to appear quickly in book form as in that of education, probably because by its very nature it is handled by persons accustomed to writing and ambitious to take part in advancement.

In no other field is there a more keen or a more clean competition than in that of producing textbooks; first, in the field of authorship in which there are so many hundreds competent to compete that it is worth while for only those who are especially well equipped to enter the contest—and they are subject to the most searching criticism and comparison; and, second, in the publishing department, in which a surprisingly large number of firms are striving each to secure and present the best list of books.

Forty years ago there was a combination of the most of the firms publishing textbooks into a single firm which became known as the school book trust, and for a few years this combination had no equal competition. It was only a few years, however, that this condition lasted. In the very nature of the case, it could not last, because it is so easy for a new publishing house to begin, perhaps with a single remarkably attractive book, and afterward to add others to its list.

From that earlier time has come down an impression, long since a false one, that the cost of textbooks is unreasonably high. As a matter of fact, the prices of these books were about the last prices to advance during twenty years of gradual and a few years of sharply advancing costs. The publishing houses of today are securing so small profits on business that the danger is rather of discouraging their usual enterprise and leaving us with less of their valuable service.

As to the function that textbooks perform in the school system, they may be said to correspond to the tools of the trade in mechanical occupations. Just as a skilled mechanic can still do good work with rather poor tools, so can a highly competent teacher give instruction in any subject with almost any textbooks. This is especially easy in reading, arithmetic and some other simple subjects. However, as any mechanic is much helped by the best of tools, so is any teacher helped by having good textbooks and should have them. In science, geography and history, and to some extent in other subjects, texts grow out of date in a few years and should be replaced occasionally, either by thorough revision or by new books.

The cost of textbooks appears great to parents having several children, because it comes all at once. Really, however, the year's bill for a child's books, averaging from two to three dollars per year, some years more and much less other years, or the bill for five children even, would not pay for one cigar a day nor the cheapest movie once a week for the family, nor many other small common luxuries. To cripple the school work of the children for lack of the few extra pennies it costs to change once in five or ten years from an old book to one better suited to present uses, is unwise for parents or school board, and not worth complaint.

The selection of textbooks is a function which is assigned in the best school systems to the superintendent of schools. The superintendent, in turn, should depend upon recommendations from the specialists of the high school and the approval of the principal for the selection of high school texts. As to the grade schools, his responsibility is more direct, but he makes use of all the help that can be derived from the advice of and conferences with teachers and principals, especially, when these come into substantial agreement.

By state law, a book cannot be adopted for regular use for less than five years. A very few books are so quickly excelled by new ones, especially in a department in which rapid advances are being made, that it would be well to change sooner; more often a book that has proved useful remains in use during ten, fifteen or twenty years. The notion that some people seem to hold that rapid changes are the usual order is

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as ill-founded as some wild rumors that occasionally spring up about school affairs.—From Champaign (Ill.) News-Gazette, November 22, 1920.

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"We can adhere just as rigidly as ever to good ethics and fair business practices.

"We must be just to our fellow-workers and employes and consider their welfare as an integral part of our own."

Fifty-five Red Cross films especially suited for presentation in schools are now being circulated in the Pacific Division which includes California, Arizona and Nevada.

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There are no comrade-roses at my window,
No green things in the lane;
Upon the roof no sibilant, soft patter,
The lullaby of rain;
Without is silence and within is silence,
Till silence grows a pain.

Within is silence and without is silence,
The snow is on the sill;
In snow the window framed, instead of roses,
And snow is very still . . . .
I wonder is it singing in the grasses,
The rain—upon my Hill?

—Ina Coolbrith in December Sunset.

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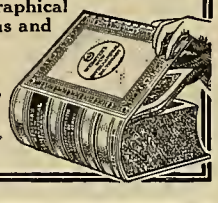

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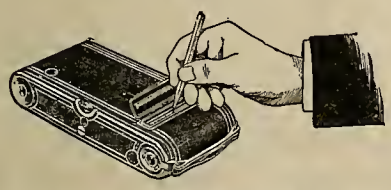

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Our Country's Martyr.
He lives in our memories.
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Freedom's noblest sacrifice.
We loved him much, but now we love him more.
Faithful to right, a martyr to justice.
He saved our country and freed a race.
With malice toward none, with charity for all.
We honor him dead, who honored us while living.
The poor man's champion; the people mourn him.
Our Union cemented in patriot blood shall stand forever.
He won the wreath of fame.
And wrote on memory's scroll a deathless name.
Abraham Lincoln is dead, but his principles will live forever.

By Lincoln

The Union must be preserved.

Fellow citizens, we cannot escape history.

A nation may be said to consist of its territory, its people and its laws.

I believe this government cannot permanently endure half slave and half free.

No men living are more worthy to be trusted than those who toil up from poverty.

I claim not to have controlled events, but confess plainly that events have controlled me.

If our sense of duty forbid slavery, then let us stand by our duty, fearlessly and effectively.

I hope peace will come soon and come to stay, and so come as to be worth the keeping in all future time.

In giving freedom to the slaves we assume freedom to the free honorable alike in what we give and what we preserve.

Having thus chosen our course, without guile and with pure purpose, let us renew our trust in God and go forward without fear and with manly hearts.

PROVERBS AND POPULAR SAYINGS

A barking dog seldom bites.
A bird in the hand is worth two in the bush.
A cat may look at a king.
A chip of the old block.
A day after the fair.
A fool and his money are soon parted.
A fool may ask more questions in an hour than a wise man can answer in seven years.
A fool may make money, but it needs a wise man to spend it.
A friend in need is a friend indeed.
A good garden may have some weeds.
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PROVERBS AND POPULAR SAYINGS

At sixes and sevens.
Beauty is but skin deep.
Half a loaf is better than no bread.
Better late than never.
Better live well than long.
Beware of no man more than thyself.
Birds of a feather will flock together.
Christmas comes but once a year;
And when it comes, it brings good cheer;
But when it's gone, it's never the near.
Brag is a good dog, but Holdfast is a better.
By fits and starts.
By and by is easily said.
Care will kill a cat.
Cats hide their claws.
Constant dropping wears the stone.
Count not your chickens before they are hatched.
Debt is the worst poverty.
Do not spur a free horse.
Don't cry till you are out of the wood.
Drive thy business; let not that drive thee.
Early to bed, and early to rise,
Makes a man healthy, wealthy, and wise.

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Vol. XXVII. No. 2 SAN FRANCISCO, FEBRUARY, 1921 Price, 15 cts.

MEETINGS

Bay Section the California Teachers, Association; W. T. Helms, Richmond, Cal., President; W. L. Glascock, Secretary.

Northern California Teachers' Association, Ella McCleary, President, Sacramento, Cal.; Mrs. Minnie O'Neil, Secretary.

Central California Teachers' Association.

Southern California Teachers' Association, Merton E. Hill, President, Ontario; Dr. E. A. Wilson, Secretary, Los Angeles.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs. Mrs. M. R. O'Neil, Sacramento, Cal., President; Mrs. I. M. C. Smith, Sacramento, Cal., Secretary.

Central Coast Section the California Teachers' Association; R. L. Bird, San Luis Obispo, President; G. A. Bond, Santa Cruz, Secretary.

California Education Officers, Sacramento, Cal., Hon. Will C. Wood, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Albert C. Olney, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Stanley B. Wilson, Mrs. Agnes Ray, George W. Stone; Elizabeth R. Phillips, Porterville.

The Western Journal of Education

HARR WAGNER, Managing Editor.
OFFICIAL DEPARTMENT — Official News and Articles furnished by Will C. Wood and other members of the State Department of Education.
ALICE ROSE POWER, School Director, City and County of San Francisco, San Francisco, Associate Editor.
HERBERT F. CLARK, Editor for Southern California.

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A KEEN SURVEY OF THE CALIFORNIA HIGH SCHOOL SITUATION

Address of A. C. Olney, Commissioner of Secondary Schools, to High School Principals' Convention, Feb. 7, 1921

The high school principals of the State are assembled once more in annual convention. To what end? For what purpose? Will it leave its mark on you or alter your course on your return? Some of the most important subjects which have ever engaged any educational group are before us.

It is the history of life that periods of action alternate with periods of rest. Through a long stretch of time preceding the world war there was a resting or breathing space. After the convulsion of the great war, thought was quickened and action is now swiftly following.

War has been like a great lens. Brought close to us, it focused the ray of patriotism to a point and lighted a fire that will not quickly burn out. Removed somewhat in time and distance, it magnifies that which has been brought near. To some our virtues have seemed to need magnification. It serves a useful purpose. To some, our faults have needed attention. The flaws in our educational system have been brought under this microscope of war. Some of them have already been dissected and destroyed. Others, perhaps as great, remain.

May I call to your attention the statistics only recently compiled by the United States Bureau of Education? Of the millions of children who enter the first grade of our public elementary schools annually, in eight years, a scant one-third remain to be graduated. Two-thirds have been discarded to gain an education as best they can. But now the high school follows. After its four-year course, only one-third of the remainder are left. Two-thirds of the elementary school graduates have fallen by the wayside.

We shall not have to seek far to learn the reason for the failure to hold those entrusted to us. Just ask them why they leave! The answer will be clear. The curriculum is perhaps the greatest slayer of youth. It has been enjoying a great period of rest, so long in fact that it might fairly have been doubted whether it had anything to do with the history of life—lacking the power to change. It was made in a day that is gone, when men knew not what a democracy was. The plan that was built was as we know it: an elementary school of eight grades to serve as a feeder to the high school: it in turn as a feeder to the university whose object is the training of specialists, particularly of professional men and women.

This system of education is neither democratic nor efficient. Whether the curriculum of the secondary schools originally served its purpose is immaterial to us now. One of its present results is to eliminate the majority of those whom it is presumed to benefit.

These are two facts that we are facing, namely: First, that the elementary eight-year period forms a gauntlet through which only one-third of our children succeeds in passing, and that the secondary period of four years is a more destructive gauntlet from which, in half the time of the first ordeal, only about one-ninth emerge; and, second, that a changed curriculum content still in its experimental stage has greatly increased the holding power of the elementary and secondary schools. These facts are an indictment, a verdict, and a hope for the future.

The indictment is incomplete. If the discarded eight-ninths of this army of children were merely calmly left by the wayside, the fault would not be so great as it really is. The major portion of the discarded ones have been made to believe that in some serious way, theirs is the fault. They have been stamped with the sense of failure. Their spirits have been branded; some to their everlasting hurt.

The eye-minded have survived: the hand-minded and the tactile-minded have been out-distanced. The product of the system is the former group. From them teachers are selected to repeat the process.

That the children who have left school to go into agricultural, commercial and industrial life are not inferior intellectually is being abundantly proved every day in the part-time classes. With the part-time group, instruction is individual, in small

THE TEST OF A MAN

By Charles Fred Gost

If you wish to see the supreme test of character, wait until it becomes plain that upon some hard experience of life the human heart is to be broken; until the man knows beyond peradventure that upon some failure or injustice or misfortune he is to be hung until drop by drop the blood of his courage and hope of success in this world ebbs away. If he picks that cross up without a murmur and bears it bravely up the hill of Calvary, you have seen a man.

classes and in subjects helpful in the vocation of the individual student. If regular class instruction were given in like manner, how different would be the present results.

A legislative committee has just made a far-reaching report concerning the reorganization of California State school system. A synopsis of that report is to be presented by the chairman of the committee, Senator Jones, to this convention on Thursday morning. It is a ten-year program, to be put into effect gradually.

The reconstruction of the system will give six years in the elementary grades, three in the junior high school, three in the senior high school, and two in the junior college.

The junior high school will provide for prevocational guidance, with short courses in which students may test out their inclinations in a vocational direction. The senior high school will provide in addition to an academic course many vocational courses with trained counsellors for guiding the activities of pupils. The regional junior college will provide academic instruction as the first half of a college course and vocational courses planned to serve the needs of the local communities. For these, the junior college will, for the most part, be a finishing school.

From 1890 to 1918 the population of the United States increased 68 per cent. Enrollment in the elementary schools, business colleges and private high schools increased at nearly the same rate; but the enrollment in the public high schools of the nation increased 710 per cent. In California, education has now been made compulsory up to the age of 16 for full time, and from 16 to 18 for part time. This covers the high school period. If compulsory education requires attendance through the high school period, the individual who wishes to increase the chances of his success in life, will seek an education in institutions higher than the twelfth grade—undoubtedly in the junior college.

A recent study in the State department has shown some extraordinary conditions with regard to the retardation of pupils in the secondary schools. If reports are to be trusted, some radical changes need to be quickly made.

An elaborate study has been made in Oakland of the standards of grading used in the several high schools of that city. Assistant City Superintendent Cox has kept carefully compiled statistics for several years. He has shown that it is several times as difficult to secure a university recommendation from one of the city high schools as it is from another; that in one high school more than one-third of all the students in mathematics either fail or drop out. Similar results for Latin are true in another; for English in a third. The inability of 100 teachers to grade accurately a selected examination paper is notorious: the grades assigned by the 100 run all the way from 1 to 5. All of which would seem to indicate at least that a closer grading of papers than the five-point system is absurd.

An approximate scale for a scientific distribution of grades is given in Rugg's Educational Statistics. The normal distribution of grades on a percentage basis is said to run about as follows:

I and V each 7 per cent, II and IV each 24 per cent, III 38 per cent.

It would be impossible for each teacher to test her system of grading by comparison with this standard scale; or for high school principals to supervise the grading practice of his several teachers. Teachers may best measure the work of their students by means of the well-known standard tests. By these results also principals may judge their teachers.

Education is not erudition. Its aim is the making of good citizens. By this test, a system of education must stand or fall. The purpose of education is not the making of a good recitation. Many teachers esteem a good recitation so highly that, in order to secure it daily, they make it themselves. Some have gone to the opposite extreme, and in order to secure a good recitation or a good examination have grown careless about the methods by which these are secured. The teaching of good citizenship forbids the condoning of dishonest methods. The charge has been often repeated—with considerable truth it must be admitted—that in some schools cheating is not only quite general, but almost universal.

Even in the university numerous cases of dishonesty have been met by expulsion. Higher standards of honesty and of honor need to be maintained in our schools.

In conclusion, I recommend for the earnest consideration and action of the high school principals of the State, first, the adoption of a better content for high school courses, one suited to preparing the great majority of pupils for future vocations, particularly the chief vocation of home-making, and for the duties of citizenship; second, the inauguration of junior high schools with the emphasis on prevocational guidance; third, the more rapid organization of vocational courses; fourth, a study of the retardation of pupils; fifth, a checking up of the grading systems of their respective teachers; sixth, an earnest investigation of the alleged practice of dishonesty and cheating in recitations and examinations; seventh, an inquiry into the length of lessons assigned by individual teachers and of the time spent by pupils in the actual preparation of lessons; eighth, more attention to the guidance of pupils in making the choice of a future vocation.

I want to congratulate the high school principals of California on their achievements in the matter of notable progress in the welding of a group of fine schools into something approaching a real system.

Physical education has been made a real fundamental course of almost universal practice.

Minimum standards for graduation have been recommended by them and at their suggestion have been adopted by the State Board of Education.

A uniform standard of recommendation to university and to normal school has been adopted. The blank is now being printed by the State University.

Your commissioner, on the occasion of the violation by the State University of the spirit of the agreement to admit to one of the colleges, recommended graduates of accredited high schools without any additional requirements, protested. The occasion was the announcement by the university that algebra and geometry would be required for the junior certificate; that these courses would not be given in the university, nor, when taken outside, be given credit toward a degree. This, of course, was tantamount to an additional entrance requirement.

Upon a showing of the facts in the case, your affiliation committee recommended to the governing authorities of the State University that the regulation mentioned be withdrawn. This has accordingly been done "until further notice."

The convention at Asilomar authorized the appointment of a group of committees to recommend a definition of high school courses. The committee on English courses gave a partial report at Asilomar. It has a further report to make at this meeting.

Junior high schools are being rapidly organized. Seventeen junior colleges are now in existence in connection with high schools in this State with an enrollment of 1225.

Events are moving rapidly. The people of the State at the last general election gave the schools a vote of confidence—perhaps not so much in what they are doing as in what they are expected to do. The concrete project method in vocational classes, the socialized recitation, the supervised study-period and the scientific measurement of ability and of knowledge have given new directions to the thought of educators and afford a new hope that the near future will see a real national system of education which shall produce a higher type of citizenship than has ever existed before.

May it train all the people to become producers, home-makers, God-fearers, establishers of a new tradition of public service.

A UNIFORM GRADING STANDARD

A more nearly uniform grading system will be the outcome if all teachers of a given subject will agree on the definition of a "2," and if in addition some means be devised whereby the grades given by all teachers of the State can be summarized for comparison. Let me make this clear by a concrete illustration:

The following is a percentage summary of all grades given in the Ukiah high school during the school year ending June 30, 1920:

Languages:	No. in Class	1	2	3	4
French 1	14	21	54	18	7
French 2	4	26	71	3	0
Latin 1	16	40	34	25	0
Latin 2	6	35	51	14	0
Mathematics:					
Element. Algebra	23	18	53	20	9
Plane Geometry	22	16	57	18	9
Science:					
General Science	45	14	51	26	5
Biology	29	17	63	21	0
Chemistry	12	7	81	7	5
Physics	8	6	79	13	2
English:					
English 1	36	21	49	27	3
English 2	27	25	46	28	1
English 3	29	4	72	23	2
History:					
Modern	20	32	53	11	4
U. S. History	51	6	62	27	5
Economics	9	52	48	0	0
Commercial:					
Arithmetic	21	44	36	13	9
Bookkeeping	32	38	50	8	4
Typewriting	41	27	46	21	6

Business English	38	26	44	24	5
Stenog. 1	10	44	41	11	3
Stenog. 2	0	5	81	11	3
Domestic Science:					
Sewing	37	34	60	3	0
Cooking	20	36	53	10	0
Home Management	9	34	64	1	0

Teachers in this school are instructed to give a "2" to the students whose average work is of a quality attainable by the great majority of that particular class, a "1" to those doing better work than the majority, and a "3," "4" or "5" to those who do poorer work. A "2" should not represent that indefinite quality "capable of doing satisfactory work at college."

The results tabulated above may be good or poor, but no one is prepared to say whether they are good or poor, for there are no figures available for comparison. It is true that Rugg (claimed by many to be an authority) in his "Statistical Methods Applied to Education," says the percentages of 1's, 2's, 3's and 4's should be 7 per cent, 24 per cent, 28 per cent and 31 per cent, respectively. But I cannot believe these figures, for reasons which space prevents my setting forth.

If all principals and teachers of California were to make a monthly report of the grades given, and if these were sent to the statistician of the State Board of Education or to the department of education at the State University or elsewhere, and there tabulated, we could all soon determine whether our standards of grading are high or low. If the great majority of teachers of the State are giving recommending grades to only 50 per cent of their students, and I am recommending as many as 75 per cent in a subject like mathematics, it is evident that my standards are too low. But neither you nor I now have any way of knowing whether they are high or low, and will not have until the results of other teachers of similar subjects are before us.

If this suggestion of sending to a central clearing house is not resented merely because the suggestion therefor did not originate at the clearing house, and if it will be acted upon, we shall within two or three years have a grading system which, although not absolutely uniform, will be much more nearly uniform than at present.

IRVING M. BRAZIER,
Principal, Ukiah High School.

The latest volumes in the **Lippincott's Classics**, edited by Edwin L. Miller, are Shakespeare's Macbeth, by Charles Robert Gaston, and Great American Speeches, by Clarence Stratton. These are especially well made and well edited editions.

The Story of Columbus, by N. J. Lennes and Paul C. Phillip; 64 illustrations and map. J. B. Lippincott Co., publishers. This is an interesting historical narrative of the wonderful life of Columbus, and it should be read by the pupils of the elementary schools.

The Aldine Readers, Book Five and Book Six, have been revised and issued under 1920 copyright by Newson & Co., New York. The books were prepared by Frank E. Spaulding and Catherine T. Bryce. The illustrations are by Margaret Ely Webb. These are basal readers. The material in them is selected with great critical care. There is a number of selections of current literature. The brief dictionary and the suggestions to teachers in the teachers' edition are especially valuable.

THE MAKING OF OUR COUNTRY

Smith Burnham, of the State Normal School, Kalamazoo, has written a new history and J. C. Winston Company, Philadelphia and San Francisco, has published the same. It is a book of six hundred and twenty-three pages, 335 engravings, 51 maps, 8 color plates of American historical paintings. The book is intended for the elementary schools, the junior high school, and the first year of regular high school. It is up to date, and includes a chapter on events up to December 31, 1920, including a fine portrait of President W. G. Harding. The West, and especially California, will be interested in the book because it gives so much space to the historical development through the Spanish of California, and the early settlements. This book was adopted recently in Montana after a spirited competition. It is well written, and will have a large sale both as a basal book and for supplemental purposes.

A NOTABLE TEACHERS' INSTITUTE

The Yolo County Teachers' Institute was called to order in the Woodland Grammar School Auditorium Wednesday, January 26, 1921, at 9:30 A. M. by County Superintendent of Schools Harriett S. Lee. There were 112 of the 115 teachers of the county present and despite the continued rainfall all were happy and ready to profit by any suggestion that might come their way.

Commissioner A. C. Olney and George Hjelte, Supervisor of Physical Education, represented the state office the first day and talked about and demonstrated their work. Miss Pauline Hodgson of the Woodland School gave a splendid demonstration of physical education. Miss Nellie Proctor gave vocal selections and Mrs. R. H. Cost entertained with readings.

Thursday morning was pleasantly started with vocal selection by Mrs. Fairchild. Miss Dorothy Thomas, music supervisor of Woodland, gave a wonderfully fine exhibition of good music teaching. Sam Cohn, state statistician, gave two fine talks, one on "Co-operation" and the other on "Retardation." Roy W. Cloud, county superintendent of schools of San Mateo county, enlivened the meeting with some stories and then told why stories should be told. Mr. Cloud also gave an address on "The Business of Teaching."

On Friday Mrs. Elizabeth Burrows read a paper on "The Parent Teachers' Association." Mrs. Leander Turney spoke about Junior Red Cross work and Mr. C. D. Miel of the Government savings organization spoke on thrift and saving. Professor Harvey L. Eby of the University of California gave two talks on "Rural Education" and Hon. Will C. Wood gave a splendid address on "Education."

Miss Lee gave words of advice to her teachers frequently and was a most efficient presiding officer. She looked after the welfare of both the teachers and instructors during the three days and all in all the institute was a successful meeting.

Un Drama Nuevo Tamayo y Baus, edited by Clarence King Moore. Published by Silver, Burdett & Co. This is one of the best of Spanish dramas, and will be found of interest for our high school and college work in Spanish.

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MAKERS

Mayor James Rolph, Jr., Writes a Caustic Letter to the Public School Defense League Vindicating Alice Rose Power of the Board of Education.

The Public School Defense League of San Francisco has been taking an active part in school affairs and has made some serious blunders on account of being mislead by a few perniciously active school men, and a "sick man" who made affidavits to a lot of irrelevant material that was given publicity in the news department instead of the fiction supplement of the press. Mayor Rolph's letter sets forth the facts. The publication of the statement has brought to the Mayor hundreds of letters thanking him for his outspoken criticism of the political methods of the Public School Defense League, and "the wilful few" that have furnished material that has been warped, exaggerated and used to mislead the press in reference to the administration of the schools of San Francisco.—Editor.

February 12, 1921.

H. D. Saville, President; H. H. Somers, Acting Secretary, Public Schools Defense Association of San Francisco, 1311 Claus Spreckels Bldg., San Francisco.

Sirs: Your communication of February 9, 1921, which you neglected to address in the customary courteous manner, but simply headed: "An Open Letter to James Rolph, Jr., Mayor of the City and County of San Francisco," was delivered at my home on that date at ten minutes before midnight, hours after you had given copies to the press.

That action simply demonstrated again that you are not in least interested in the truth concerning the public schools but are intent only on making political points against my administration, and are not above unjustly defaming Miss Power, an intelligent and useful public official, in order to accomplish your purpose.

Whoever informed you that the public schools of San Francisco needed defenders? If they required defenders, against whom would the defense be directed but against yourselves, who have done more in the past few months to malign our public schools, not alone in California, but throughout the nation, than all other agencies combined over a period of many years?

And now about Miss Power: I discuss your charges against her not because either the merit of the charges or the sincerity of the accusers deserves an answer, but because your vile libels on her have obtained a certain measure of publicity and should be refuted in justice to Miss Power.

Alice Rose Power is one of the foremost educators in the state of California. One need not inquire far to learn of her professional standing. Ask any of those whose business it is to educate and who know their business. I do not form an opinion of an educator's qualifications on the word of stationary engineers or notaries public, or disappointed job-seekers who are not members of the teaching profession.

It was because of her educational attainments that I chose Miss Power from the ranks of the School Department and appointed her a member of the Board of Education in February, 1919. She has lived up fully to the high opinion I had of her. Unlike some of her detractors, she has "made good on the job." I consider Miss Power one of the most capable members of my official family, and I am going to defend her from the cowardly slurs and insinuations you have cast upon her.

Permit me to straighten out your facts, which you have sadly tangled.

Miss Power does not own a single share of stock of the Harr Wagner Publishing Company. While a school teacher she did, it is true, own some of this stock. But she disposed of it all before she was appointed a school director, and since her appointment has not been interested, financially or otherwise, in the concern.

Miss Power did collaborate with Mr. Harr Wagner before the fire of 1906 in writing the book, "Pacific History Stories," to which you refer, but she has never received one cent of royalty from the book since its republication in 1918. You seem to think this authorship of Miss Power's a disgrace. I consider it, on the other hand, a decidedly worth-while achievement.

Throughout the United States educational bodies encourage teachers to write books on professional subjects. No intelligent person would deny the value of such a policy. Superintendent McClymonds of the Oakland public schools and Superintendent Jones of the San Rafael schools, wrote our official state arithmetic. Miss Fernald, a Los Angeles teacher, prepared the present State spelling book. Professor Gayley of the University of California is author of a book of myths used in our schools.

The list of precedents could be extended greatly. I have never heard that the Oakland, San Rafael or Los Angeles School Departments or the University of California dismissed any teacher for having written a textbook. Nor am I going to replace Miss Alice Rose Power by someone who believes ambition and professional service and accomplishment to be an offense.

Heinous also, in your eyes, is the "offense" of Miss Power in being an associate editor of the Western Journal of Education, which is edited by Mr. Harr Wagner. She does visit the Journal offices. It is also official headquarters of the California Federation of School Women's Clubs. She peruses matters of educational interest there; keeps up with the times. It is to be regretted that her duties as School Director have not for a long time permitted her to prepare articles for the publication.

You will be interested, I am sure—and no doubt pleased—to know that Miss Power has never received any compensation for her associate editorship, since becoming a School Director.

The late Edward F. Hyatt, while State Superintendent of Schools of California, was also for eight or ten years associate editor of the Journal, Mr. Herbert Clark was likewise for about six years an associate editor of the magazine, while teacher of a Los Angeles school.

You speak of the "thousands of dollars' worth of books" ordered from the Harr Wagner Publishing Company by the San Francisco Board of Education. Let me set you right on this. During the fiscal year 1920-21 the Board of Education has purchased, in round figures, $36,000 worth of books from Potter Brothers Company, $16,000 from the American Book Company, $10,000 from Ginn & Co., $8,000 from the Macmillan Company and only $3,000 from the Harr Wagner Publishing Company.

Does this look like favoritism for the last-named concern? And does not the State law provide that, all other things being equal, preference must be given to books written and printed in California?

I cite these figures, though you should be already familiar with them. Only last October you employed a local firm of certified public accountants to go over the Board of Education's books and you will recall that they gave the board an absolutely clean bill of health. So keen is your zeal for the public schools that when your accountants reported nothing amiss, you declined to permit them to let Auditor Thomas F. Boyle have a copy of their report to you, for fear the School Department would be commended. What you wished to find was dirt, and if you had found any, your enthusiasm for the defense of the public schools would have seen that the report had wide publicity. At the present moment another survey of the Board of Education accounts is being made under the direction of E. J. Casey, a notary public, your secretary. Do you think that Notary Casey will find what Messrs. Lester Herrick & Herrick, the certified public accountants, failed to find?

Notary Casey called on the Board of Education with an order from the Grand Jury directing that the books be made available to him—an insulting procedure which you and he know was not necessary since the Board had already told him he was at perfect liberty to go as far as he liked on the books—though not with the books.

You have, previous to your letter of February 9, made these same charges against Miss Power and upon investigation I have found them to be slanderous and without foundation.

Members of your association have gone about boasting that you would "get" Miss Power, so that your pernicious activities have been widely press agented in advance.

I welcome constructive criticism. Destructive criticism has never accomplished anything worth while since the world began. The foulest kind of destructive criticism is that which, in a spirit of bigoted rancor, attacks with false charges a high-minded and honest woman.

JAMES ROLPH, JR.,
Mayor of San Francisco

WESTERN SCHOOL NOTES

Eighty teachers of the new Westminster schools, British Columbia, are on a strike for higher wages. In the meantime the children are being neglected. What they need is a man of the type of Vice-President Coolidge to put the fear of God into the hearts of the teachers so that they will stand for the ethics that will bring financial reward by education of public sentiment rather than by the edict of force. Force even lost Germany its imperialistic crown and it will always lose in the long run. The latest report is that the eighty teachers were dismissed and new ones employed.

The Sonoma public schools edited a weekly edition of the Santa Rosa Republican called The Santa Rosa Junior Republican. A recent issue contains an interesting article on F. McG. Martin, formerly county superintendent of schools, and now one of the leading attorneys of California. She was noted for holding splendid institutes in her day, and she had such instructors as Alexis E. Frye, Stanley G. Hall, Frederic Burke, Dr. Jordan and others. The article gives many interesting facts in her career. The following editorial shows that the editor has the right idea on good roads:

GOOD ROADS FOR JUNIORS

Does it mean anything to you when you hear your parents talking of good roads?

Do "chuck holes," "ruts," "mud," "mire," "slippery," "sidling," "hobs," "cuts," or "steep grades" mean more to you than the conditions of roads over which we ride?

These are the conditions for our fathers to take in hand (and by the way, our fathers have considerable duty on hand while we are speaking of roads in Sonoma County).

But the Juniors have a Good Roads problem on hand, too.

It is for us to fill up the chuck holes of discontent; put new "pep" into our daily work and keep out of the old ruts; never "throw mud," that is, say unkind things about others; keep from getting mired in bad company; elude the "slippery," loose-moral conditions; never slide off into the gutter of deceit; smooth down the "hobs" or rough places for those who go with us along life's highway; ignore the "cuts" that some thoughtless person would level at us and when we strike a "steep grade," there is only one thing for honorable boys or girls to do and that is to grit our teeth (like putting on weed chains), set our grim determination into a low and steady speed, turn on plenty of vim and go straight to the top of the grade. Life will look brighter from the top.

These road repairs are even more important than Dad's roads because they mean a pleasant journey or a rough one as we travel on through life.

California stands ready to revoke the license of every disloyal instructor holding a teacher's certificate in any institution under the jurisdiction of the State Board of Education, according to a telegram sent by Will C. Wood, Superintendent of Public Instruction, to Henry J. Ryan of Boston, chairman of the Americanization committee of the American Legion. Ryan stated that there are 8000 disloyal teachers in the United States. Wood asked Ryan to submit the names of every disloyal teacher in California, with evidence to substantiate the charges. Wood also added that the licenses of two teachers have been revoked here during the last three years.

The Government of the City of San Francisco

Mayor James Rolph, Jr., will soon have completed twelve years as head of the government of the City and County of San Francisco. During these years such institutions as the municipal railroads, the city and county hospital, the streets, the schools, the police department, the fire department, have been developed to a high degree of efficiency. Mayor Rolph has always been on the job, and quick to check wrong doing or inefficiency in any department. In a cosmopolitan city like San Francisco, it is no easy task to control conditions, but Rolph's administration will go in the permanent records as the best the city ever had. And on March the 8th the people will vote to purchase the Spring Valley Water System, thereby completing the long and strenuous fight to unite Hetch Hetchy and the Spring Valley in one great and useful public utility. The municipal ownership of a complete water system will mean as much as the Owens' River System meant to Los Angeles. It will mark the beginning of a great epoch in the history of the development of San Francisco and will be of great economic benefit to all the people.

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A FEW COLLEGE NOTES

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The income of the colleges and universities of the United States during the last half century has increased 3540 per cent. In 1870 it aggregated $5,000,000, in 1880 $6,000,000, in 1890 $10,802,000, in 1900 $24,000,000, in 1910 $78,000,000, in 1920 $182,000,000. The expenditures for all public schools, elementary, secondary and normal, during the same period increased 1548 per cent, rising from $63,202,000 in 1870 to $1,042,000,000 in 1920.

The University of California on November 1, 1920, enrolled 37,480 students, the largest student body in the country. Columbia is second with approximately 31,000. Both of these totals include university and extension students.

The Institute of International Education, established in 1919 by the Carnegie Endowment for International Peace, has this year sent fifteen American college professors on sabbatical leave to universities in many parts of the world, including London, Paris, Prague, Shanghai, Madrid, Strasbourg, Constantinople, Athens, and Peru. It has also invited professors from many foreign universities to come to the United States, and has circuited them among various American colleges for lectures, and for conference with faculties and graduate students. The Institute is also attempting to stimulate an exchange of students between this and foreign countries, and to that end maintains several representatives in Europe. It expects soon to have representatives in all countries of the world.

According to a report just made to the Association of American Colleges, there is now one college student for every 212 persons in the United States, the total enrollment in institutions of collegiate grade being 500,000. The Army Intelligence Tests indicated that 15 per cent of our citizens are of "superior or very superior intelligence." If that percentage of American youth of college age should enroll in colleges, the total enrollment would be one student for every hundred of our population. Of the 673 colleges reported in 1917-18 only 178 had 500 students or more, 495 had less than 500 students, 252 had less than 200. Contemplating a probable increase in enrollment of 40,000 a year, the Commission on the Distribution of Colleges concludes that "the development of existing institutions can provide for future needs. We have enough colleges if they prove to be properly located." There are in the British Empire only fifty-eight universities.

The trend of affairs in the New England colleges of liberal arts may be seen in certain facts about Dartmouth. The total enrollment this year is 1888. The freshman class to enter this coming September will be not more than 550. The registrar announces that 1200 applications have already been received, and the books are closed. Of 1115 students who are this year eligible to elect courses in economics, 1000 have done so. There are, including duplication, 1429 elections of courses in economics. There are 450 in American government (elective). The new half-year course in citizenship (required of freshmen) is such a success that the class is petitioning to have it made a two-semester course.

The modern(?) elective system has been generally accredited to an ex-president of a New England college. As a matter of fact, it was an accepted principle in education in the days of Quintilian, as the following extract proves:

"It is generally, and not without reason, regarded as an excellent quality in a master to observe accurately the differences of ability in those whom he has undertaken to instruct, and to ascertain in what direction the nature of each particularly inclines him; for there is in talent an incredible variety; nor are the forms of the mind fewer than those of the body. . . . To distinguish peculiarities of talent is indispensable; and to make choice of particular studies to suit them is what nobody would discountenance. For one youth will be fitter for the study of history than another; one will be qualified for writing poetry, another for the study of law, and some perhaps fit only to be sent into the fields."

Referring to the demand for "more practical" education, the editor of the College Blue Book writes:

"During the war, when hundreds of thousands of college-trained American youth and men were justifying their past experiences by their rising to the inexorable demands of wholly new emergencies, the critic of college and university maintained relative quiet."

But now that peace has come: "The published plea for 'more practical' college and university training commands our respect, if for no other reason because of its historical recurrence in nearly every generation of history. Latin was originally introduced into our educational repertoire because it was the language of commerce. Science centuries later was admitted because of outside pressure, living language and history later became orthodox. So that it is entirely becoming that every one who is ready to suggest how to make college 'more practical' be given a full, even if a patient, hearing. . . . How easy that would be for any 'practical man' who 'had made his mark' is reserved for our individual judgment."

In an address to the National Association of Urban Universities, Dean Halliday of the University of Toledo recently said:

"The whole tendency in higher education is toward a return to the college of liberal arts or its equivalent. . . . Let it not be thought, however, that in the revival of the college of liberal arts no change in its structure and function is necessary. **The object of education is to make the truth serviceable to mankind. This is the new object of the arts college."**

The organization of the freshman work at Yale has recently gone into effect, with a view to bringing the college and scientific school faculties more closely together. Under the new arrangement there is a joint freshman year which serves as introduction to both the academic and scientific courses. Two subjects are prescribed for all freshmen, English and European history. For the course in European history a syllabus is issued, in which references are given to a number of standard works; the syllabus states that "of the following textbooks each student is expected to procure immediately a copy for himself:

Emerton: Introduction to the Middle Ages.

Robinson: History of Western Europe.

Dow: Historical Atlas."

Lincoln Had Excellent Health Ideas

Do not worry; eat three square meals a day; say your prayers; be courteous to your creditors; keep your digestion good; exercise; go slow and go easy. Maybe there are other things that your special case requires to make you happy, but, my friend, these I reckon will give you a good lift.—Abraham Lincoln.

President Helen G. Sanborn, in announcing the various committees of the Board of Education named below, made the following statement:

"While the Board of Education divides itself into various committees the members will work as a unit, often conferring together on the important phases of the work of this department. They have been in almost continuous session discussing matters of school administration and are so well satisfied with this method of considering various policies that must be determined by the board that they have resolved that while they may be grouped together in committees all matters will be considered by the full membership. From conferences already held it is evident that the administration of the schools will depend upon the intermingling of the ideas of all of the members and of the best judgment of them all rather than upon the judgment of any single member or of any committee. The board will be guided solely by what is the best interest of the school department and of the city. It is the intention of the board as it is now organized to carry on the department during the course of the present year on an even keel so that the schools may be turned over to the new system of administration in the best condition possible."

Committees of the Board of Education

Schools—Director Power, chairman; President Sanborn, Director D'Ancona, Superintendent Roncovieri (ex-officio).

Supplies—President Sanborn, chairman; Director Power, Director Murphy, Superintendent Roncovieri (ex-officio).

Buildings and Grounds—Director Murphy, chairman; Director D'Ancona, Superintendent Roncovieri.

Janitorial—Director Murphy, chairman; President Sanborn.

Finance—Director D'Ancona, chairman; Director Murphy, Director Power.

Superintendent Lawrence E. Chenoweth deserves a gold medal for the efficient way in which he handles the County Teachers' Library in his office. He has recently issued a bulletin to all the teachers giving a list of several hundred new and valuable books he has added to the list. He not only buys good books, but sells their merits to the teachers.

The Los Angeles School Journal is edited by Earl E. Hitchock of the Cornwell Street School, Los Angeles, and it is published weekly. The late issues are especially virile on school legislation, the King Tax Bill, etc.

Let the people of California speak in thunder tones against tax slackers and their champions, whoever and whatever they may be! Does the Legislature of California represent California or only a favored few in California? Though granting freely the advantages of corporations, must we tolerate special privilege and tax-exempt castes?

Teachers will find the Hotel Lee, Sixth and Figueroa Streets, Los Angeles, one of the most comfortable places to stop at when visiting Los Angeles. W. D. Clark, the proprietor, is a genial host, a good citizen, and runs a clean, wholesome place. Teachers will be especially pleased to know of a place where they can stop at a reasonable price and have the right environment.

The Hotel Stratford, 242 Powell Street, is conducted in such an excellent manner that we cannot only recommend it, but urge teachers to make it their headquarters when they come to San Francisco. You can secure a good, comfortable room for $1.50 without bath, and $2.00 with bath. The environment is such that teachers will find the surroundings congenial. It is near the corner of Geary and Powell, and right in the center of the high-class shopping and theatre district.

During the illness of Dr. Scott Thomas, professor of education, University of California, three bay region educators are handling his classes. Superintendent H. B. Wilson of Berkeley handles an eight o'clock, Superintendent Fred Hunter of Oakland an eleven o'clock and Superintendent W. J. Cooper of Piedmont a four o'clock. The three different men are handling various phases of secondary administration.

Selden C. Smith is visiting his Alma Mater, Dartmouth, and has furnished this issue with some very interesting college news.

W. G. Hartranft, the Pacific Coast representative of Silver, Burdett & Co., is one of the most generous and keenest of literary critics. He is an enthusiast at present on Upton Sinclair's "The Brass Check." He introduced Mr. Morley, Peter Clark MacFarlane, "The Crack in the Bell," and other noted writers to the literary section of the Sequoia Club.

The State Federation of Teachers' Publicity Bureau has issued its bulletin No. 4, printed on one side of the paper only. It devotes some space to the Claxton Survey and Western Journal of Education under the caption, "The Voice of the Dead." From recent undesirable publicity along the lines of over-much influence, the caption does not fit the Journal. So it must be possible that the propagandists for "37" recognize at last that the Claxton Survey is dead. It was so full of errors that it never had a right to life. Leading instructors throughout the United States have always recognized it as one of the weakest school surveys ever made. The claim that 37 marks the success of a reform group is not well founded. It marks the mistakes of a group who desired to establish a political machine of their own and who carried the amendment by a few thousand votes by arousing the bigotry of certain classes. The Journal has a right to whine when it has stood for high ideals and democracy in school legislation for twenty-five years, to find that Amy Steinhardt, C. E. Rugh, Dr. Reinhardt, are so disgracefully tagged with such a poor excuse as amendment 37, which places all the power in the hands of a mayor and each year forces the teachers into school politics. No other city in the United States has such a provision. Had the propagandists required the board to be elected by the people and superintendent appointive, then there would have been a possibility of democracy and the avoidance of autocracy in our school government.

The American Federation of Teachers in their fifth annual convention endorse teachers' tenure, higher salaries, Americanization and patriotic service. This is well, but in San Francisco the Teachers' Association has already secured legislation on these subjects, and they are in force. The American Federation of Labor has done a tremendous work in increasing the standard of living of its members, in the education of the children, and it is well. But when teachers join the American Federation of Labor and attempt to govern by force because they belong to a class and can control votes in large groups, then democracy ceases to function properly. We are and always shall be opposed to any order, class, federation or church controlling or attempting to control our schools or our government.

THE LANGUAGE OF PAPER

Paper has its language of expression, rich with meaning to the initiated. Over and over it tells its story in one form or another.

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For high schools use the Mysell-Rollins Bank Note Co. offers an interesting music blank book designed by Wallace A. Sabin, containing some of the elements of music. Other popular numbers are filler pads for science, geometry, stenography and nearly every conceivable school use.

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Galloway "Zoology" (1915)
Reese "Economic Zoology" (1919)
Kingsley "Comparative Anatomy" (1917)
Lochhead "Economic Entomology" (1919)
Folsom "Entomology" (1913)
Davison "Mammalian Anatomy" (Cat) (1918)
Bensley "Anatomy of the Rabbit" (1918)
McMurrich "Embryology" (1920)
Harmon "Laboratory Embryology" (1920)

BOTANY
Gager "Fundamentals of Botany" (1916)
Gager "Laboratory Guide" (1919)
Gager "Evolution and Heredity in Plants" (1920)
Gager and Olive "Agricultural Botany" (1920)
Robbins "Botany of Crop Plants" (1917)
Palladin - Livingston "Plant Physiology" (1918)
Harshberger "Plant Mycology and Pathology" (1917)
Harshberger "Pastoral and Agricultural Botany" (1920)
Stevens "Plant Anatomy" (1916)

CHEMISTRY
Bailey "Food Chemistry" (1914)
Bailey "Laboratory Experiments in Food" (1915)
Bailey and Cady "Qualitative Analysis" (1916)
Clowes and Coleman "Qualitative Analysis" (1918)
Tower "Qualitative Analysis" (1915)
Hawk "Physiological Chemistry" (1918)
Molinari "Industrial Chemistry" Inorganic, (2nd Ed., 1920)
Molinari "Industrial Chemistry", Organic (1920)
Smith "Electro-Analysis" (1918)
Stoddard "Organic Chemistry" (1918)
Cook "Laboratory Experiments in Organic Chemistry" (2nd Ed., 1920)
Wiley "Foods and Their Adulteration" (1917)
Wiley "Beverages and Their Adulteration" (1919)

MATHEMATICS
Neufeld "Elementary Algebra" (1920)
Barker "Plane Trigonometry" (1917)
Roray "Industrial Arithmetic" (1917)

GENERAL SCIENCE
Brownell "General Science" (1918)
Clute "Experimental General Science" (1917)

PHYSICS
Tower, Smith, Turton and Cope "Physics" (1920)
Ahrens, Harley and Burns "Practical Physics" (1917)
Duff "Textbook of Physics" (1916)
Masius "Problems in Physics" (1917)
Crowther "Molecular Physics" (1919)

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* The star marks the well known features of Hon. A. C. Olney, Commissioner of Secondary Schools

INTERESTING OPENING SESSION AT THE STATE CONVENTION OF CALIFONIA HIGH SCHOOL PRINCIPALS AT SAN RAFAEL FEBRUARY 7, 8, 9, 10, 1921

By W. M. Culp

Monday morning, February 7, 1921, saw the opening of the California Principals' Convention at San Rafael. It was one of those mornings that have made California famous. Many of the principals came over on the morning boats from San Francisco to Sausalito. The blueness of the great San Francisco bay, the warm sunshine, the floating gulls and a great flock of geese winging their way north gave propitious augaries for a full and enjoyable session. The fog and mist and the drizzling rains that had been harboring the section for some time past had disappeared. The glow of the sun, the balm of sea, the looming up of Mt. Tamalpais, the Golden Gate in a soft morning haze, the redwood clad canyons back of San Rafael, the wealth of verdure that makes part of Marin county a green garden, the whiteness of blossom of almond and pear all together gave a greeting that was an enlightening tonic to men hastening in from forest and town, desert and coast, hill and plain.

The convention was called in session by Mr. A. C. Olney, commissioner of secondary education. Mr. Oliver R. Härtzell, Superintendent of Schools, San Rafael; Mr. J. B. Davidson, Superintendent of Schools, Marin county; Mr. Thomas P. Boyd, President City Board of Education, San Rafael, gave addresses of welcome.

Mr. Oliver R. Hartzell, Superintendent of Schools, San Rafael, whose energy and zeal and work had secured the convention for San Rafael, in his address of welcome was most cordially received. His genial personality, his understanding of the town's limitations, his statement of what the citizens were intending to do to make the principals' stay pleasant, could not have been expressed better.

Mr. Harry O. Wise, principal of San Diego High School, in his speech of response, gave an exceedingly clever and witty talk. He accepted the hospitality of San Rafael, but had the timerity to hint that San Diego had climate also.

Commissioner A. C. Olney read his opening address, which we reprint in another part of this magazine in full. Mr. Olney's summarization of problems before the high school principals, such as junior college, vocational training, etc., gave much to be thought about.

Every convention has its high moments, its period when the air is alive with those astral forces that clash and break and make for joy or sorrow. The household gods that were of the children of Israel before Jehovah became a finality, those household spirits that must have hovered over those desert trails in the land of Oz, must have lept the ages and seethed in turmoil over tranquil San Rafael.

We listened to a pleasant little address by Mr. Sam H. Cohn, statistician, State Superintendent's Office, Sacramento, Cal., on "Facts Versus Fancy." We agree that Samuel is a master of an adding machine, that he knows more about statistics than any of us ever could or desire to know, that he is a most amiable gentleman whom we all like very much, that we know he talks like a lion when his intentions are most lamblike. Knowing all these things we were most taken back when Mr. Samuel H. Cohn started to quote the Psalmist David, "that all men are liars" and began to draw comparison with high school principals. In fact, he hinted, not maliciously, of course, but at that hinted, that high school principals, when it came to making out school reports were inclined to include themselves in that class. Especially when it came to making out retardation and acceleration reports which in moment was the piece de resistance.

Everything would have been calm and placid in San Francisco bay if Mr. Cohn had stopped there, but he didn't. Mr. Cohn had a credo concerning high school principals. His beliefs came out one after the other in sixes, eights, then he shot a twelve or so. His battery was working in great precision. He kept up the bombardment along the same line of the Psalmist David's argument until the carnage began to reek and first a sharpshooter here and there let fly, until the whole convention was in an uproar and were about to bring up all of Papa Schneider's little babies.

Dr. W. H. Snyder of Hollywood lead off. Mr. A. E. Wilson of Manual Arts, Los Angeles, made a few pertinent remarks as to the advisability of having their reports at hand early enough in the year so that provision could be made for filling them out in all due provision.

But Mr. Samuel H. Cohn had won his point. He had attempted to arouse the principals' interest in reports required of them and had done so in a manner that cannot lead to easy forgetting.

For straight shooting from the shoulder, for keenness of speech, for wit, for humor, it was a great opening session. We have seldom seen so many chips on so many shoulders being clipped off so dexterously by so many calm gentlemen.

Mr. Sam H. Cohn, statistician, State Superintendent's office, goes down into history.

REVIEW OF THE HIGH SCHOOL PRINCIPALS' CONVENTION

By Guy Hudgins

It is not the usual commendatory commonplace to say of the High School Principals' Convention at San Rafael the first week in this month that it was the best of six so far held. Although a few felt that the enthusiasm at the first convention was perhaps greater, most of the principals in attendance expressed themselves as mightily pleased at the work done and the results accomplished. The convention had a rousing session Monday, the first day, and on Tuesday got down to serious business, maintaining an almost hundred per cent attendance at all sessions and entering into the discussions with vigor. Commissioner Olney was complimented on all sides for the richness of the program and for his foresight in taking care of the numerous details incident to such a gathering.

Mr. Olney struck the keynote of the convention in his opening address when he said: "Education is not erudition; the aim of true education should be training for citizenship." And he provided what proved to be an outline of the work of the convention when he recommended for earnest consideration the following needs of California schools: Richer and fuller courses of study, teaching girls home-making and both boys and girls good citizenship; the establishing of junior high schools; a study of the cause of retardation; more vocational training; a careful inquiry into the grading system; an earnest investigation of the alleged dis-

t will interest our readers in locating parties of their friends among the high school principals

honesty and cheating in recitations and examinations; inquiry into the length of lessons assigned by teachers; and more individual guidance for pupils in making the choice of a vocation.

Occupied with solving educational problems growing out of post-war conditions it was fitting that two days of the convention's time be taken up with the discussion of vocational training. Led by Dr. E. R. Snyder in an able address on prevocational training, in which he advocated universal vocational training sufficient to enable every child to make the necessary repairs about a home and to run an automobile, the discussion ran the gamut of constructive suggestion and the spirit of it all was well expressed by Miss Ethel Percy Andrus, principal of the Lincoln High School, Los Angeles, when she said: "We must preach the doctrine of work. In these times boys and girls must be given a national sense of service."

Superintendent Will C. Wood, in his vigorous and incisive way that has earned for him well merited national recognition as an educational executive of first rank, brought to the conventions's attention the two problems that demand immediate solution. He made it unmistakably plain that, although the $12,000,000 provided for the next biennium through the passage of Amendment Sixteen should be raised by the corporation tax, the King Bill, which levies such a tax, must be passed before the first Monday in March in order to become effective for the present year. He said that there is grave danger that the corporations will succeed in evading the responsibility in this matter and urged all principals to present the situation in its true light to their various districts.

In suggesting an efficient remedy for the present crowded conditions in colleges and universities throughout the State, he recommended the establishing of three types of junior colleges: the city junior college; the union district junior college; the county junior college. In each case, the junior college should be a separate institution, both in plant and teaching personnel, from the high school.

In presenting the State's side of the case in the corporations tax controversy, Lieutenant-Governor Young in the Thursday session found the convention with him. His address, with that of Superintendent Wood's, gave the assembled principals a very definite inspiration for constructive work upon their return to their various constituencies.

At the close of the convention, the High School Principals' Association unanimously endorsed Senate Bill 500 and Assembly Bill 709, providing for the reorganization of the normal schools and the establishing of junior colleges, Assembly Bill 448 and Assembly Bill 439, the school funds apportionment legislation, and the King Bill.

REPORT OF THE COMMITTEE ON RESOLUTIONS OF THE SIXTH ANNUAL STATE CONVENTION OF CALIFORNIA HIGH SCHOOL PRINCIPALS AT SAN RAFAEL.

Your committee begs leave to submit the following:

Felicitations

1. We desire to express to our commissioner, Mr. A. C. Olney, sincere appreciation for the splendid program which he has provided for our benefit.

2. We fully realize the great difficulty in accommodating so large a convention and express our thanks to the city of San Rafael for its hospitality. Especially do we desire to convey our thanks to the Elks' Club for generously opening its building for our use and enjoyment; to the Chamber of Commerce, Parent-Teacher Association, and Mr. O. R. Hartzell and members of the San Rafael High School in providing so sumptuously for our entertainment.

3. We are greatly honored in being invited by President Barrows of the University of California to be the guests of that institution on February eleventh and are duly appreciative of the same.

4. To all those who have contributed to the success of this convention we extend our sincere thanks.

Administrative

Be it resolved:

1. That we approve the work of the Registration Bureau of the C. T. A. and pledge our support by seeking teachers therefrom.

2. That we condemn the inaction of many local police officers for their laxness in enforcing the laws which prevent the sale of tobacco, cigarettes and intoxicating liquors to minors, and the presence of minors in pool halls.

That we urge the individual principals to be bold in demanding the enforcement of these laws.

3. That a committee of three junior college principals be appointed to present the college and university athletic conferences of the State a request to permit graduates of junior colleges of the State to be permitted to participate in intercollegiate athletics during their first year in college or university.

4. That we deem it inexpedient to require part-time students who work to spend two hours per week in physical education.

5. That in the interests of good citizenship we pledge the principals of this convention to do all they legally may do to promote the teaching of citizenship to all prospective citizens and especially to foreigners who may have declared their intention to become citizens. That we believe that every citizen on arriving at majority should be compelled to pass a citizenship test before being permitted to exercise the right of suffrage, such test to be submitted to before the judge of the Supreme Court, or his appointed representative.

6. That the Commissioner of Secondary Education be requested to appoint a committee of five principals to consider the needs of high school athletics and make report at the next session.

7. That we urge all reasonable means to induce more girls to avail themselves of the opportunities offered in the high schools to prepare for home-making.

8. That we favor no change in the part-time compulsory education law until the present law has had a fair trial.

9. That we favor a uniform method of accounting for the incidental funds which come to the high school principal from time to time.

10. That whereas the textbook companies have suffered considerable financial losses incident to the rising costs of production and a fixed price on contracts for the sale of books to the schools, we believe, in all fairness, that an annual rating of prices would be right.

11. Whereas the problem of the enforcement of the State law forbidding membership in high school fraternities has been extremely difficult, because of the tendency

toward subterfuge and prevarication, and because of the support and encouragement extended to these high school groups by older members, and, in some instances, by college fraternities; and

Whereas nothing can be of more vital interest in every school or of more serious concern to every good citizen than thorough-going honesty and straightforwardness on the part of high school youth in all school relationships and responsibilities.

Resolved by this High School Principals' Convention—

1. That every principal, as a matter of duty, shall be alert and active in the enforcement of the law, and in promoting public sentiment in its behalf in his community.

2. That we appeal to the organized college fraternities in the several California universities to stand for honest citizenship in this matter and to deny membership in their college organizations to all who have evaded or disobeyed the law on high school pupils.

3. That the officers of this convention send a copy of these resolutions to the presidents of California universities with the earnest request that they place this matter before the recognized members of the organized fraternities in their institutions, and that they add to their own personal assistance to securing the object of these resolutions, namely, the co-operation of college men in maintaining the ideals of good citizenship in our high schools.

12. That inasmuch as the proposed scholarship society smacks of the fraternity which we are trying to eradicate, that no favorable action on this matter should be taken by this body until the other problems have been solved.

13. That we believe that each high school student should offer for graduation not less than six units of upper division, i. e., third and fourth year subjects.

14. That whereas there exists in the minds of a very large number of the boys and girls under our care a decided tendency to just "Get by," not only with the quality and quantity of their work, but also with their conduct; and whereas such attitude of mind is not conducive either to good, honest endeavor nor correct moral standards; therefore

Be it resolved, That we deplore this standard of conduct and work and that we will do all we can to eradicate the same, to the end that good standards of citizenship may prevail.

15. That we have a profound and abiding faith in the public schools in their efforts to develop a law-abiding and self-sustaining citizenship.

Respectfully,

DELBERT DRUNTON.
O. R. HULL.
W. A. DUNN.
B. K. TUCKER.
BERTHA ROMANIE.
W. W. TRITT.

JOTTINGS OF THE PRINCIPALS CONVENTION

By W. M. Culp

Numbers of county superintendents of schools were present at the principals convention at San Rafael. Among those at the session were the following: Miss Perle Sanderson, Colusa county; Miss M. L. Richmond, King's county; Mrs. Grace C. Stanley, San Bernardino county; Miss Agnes Howe, Santa Clara county; Miss Cecil M. Davis, Santa Cruz county; Miss Mamie B. Lang, Tehama county; Miss Jennie Malaley, Yuba county; S. M. Chaney, Glenn county; Mark Keppel, Los Angeles county; James B. Davidson, Marin county; F. F. Martin, San Diego county; Roy W. Cloud, San Mateo county; Ben Ballard, Sonoma county.

Mr. Arthur H. Chamberlain, executive secretary California Teachers' Association, in his address on "Important Activities of the California Teachers' Association," emphasized the teachers' agency work that the association has had in hand for the past year. The principals voted to give first call to this department of the association.

Mr. F. H. Boren, University High School, Oakland, gave a very good summary of the report of the committee on content of English courses. The committee has attempted to bring about the standardization of English material used in various classes throughout the State.

Mr. William F. Ewing, principal Pasadena High School, gave an address on "Choosing a Vocation." He advocated that the first two years of high school work should be browsing years and the last two prescribed. He believes that the high school student should be given a chance to find himself.

Conferences were held on (a) "Rural High Schools," Miss Bertha Romaine, leader; (b) "Union City Schools," Osman R. Hall, leader; (c) "City High Schools," W. A. Dunn, leader; (d) "Evening High Schools," J. C. Reinhard, leader; (e) "Junior High Schools," W. W. Tutt, leader.

Hon. Stanley B. Wilson, member State Board of Education, made a wonderful speech in his address on "An Equal Opportunity for All."

Miss Ethel Richardson, Assistant State Superintendent for Citizenship, in her address on "Training for Citizenship," made a remarkably clever short address. It was to the point and got across. Miss Richardson advises against the using of high school buildings for classes in English for foreigners. She advocates a course on citizenship for our United States judges. She feels that the foreigner can be reached best in the home by the home teacher.

The San Rafael Parent-Teachers' Association Monday evening, February 7, put themselves out to give a get-together dance in the ballroom of the Hotel Rafael. The music was excellent and everybody enjoyed themselves. Oliver R. Hartzell of San Rafael, Herbert H. Matthews of Mill Valley and Wade F. Thomas of San Anselmo were most excellent floor managers.

Mr. Noel H. Garrison, principal Stockton High School, got away with a clever presentation of his side of the Sam H. Cohn argument.

Mr. James Ferguson of Chico High School asks this pertinent question: Was it not true that the Psalmist David was speaking of his own people instead of high school principals when he made the remark quoted by Mr. Cohn?

The high school principals won the indoor baseball game at the convention from the bookmen. Mr. Chandle of the California Book Depository had the misfortune to break his arm during the game.

Mrs. Raymond and Miss Adams of the Gregg company, were interested auditors at the conference.

Book firms were well represented by Mr. Osborne, Silver-Burdett; Mr. Chilcotte and D. C. Heath & Co.; John Beers, Mr. Cobler and Mr. Morehouse, Macmillan; Mr. Maffety, Henry Holt & Co.; Miss Vera Georgeson, the World Book Company; F. A. Rice, Mr. Linscott, Ginn & Co.; Mr. Belford, Charles Beers, Rand, McNally & Co.; Dr. Van Liew, American Book Company; Miss Willis, Milton-Bradley; W. M. Culp, Harr Wagner and Blakiston.

Mr. M. G. Reeves of the National Wood Renovating Company and Mrs. Reeves were present at the convention. This is Mr. Reeves' first attendance at a high school principals' convention and he had a good time getting acquainted with the leaders in modern education in the State.

Presiding officers at the principals' convention with the exception of A. C. Olney and F. E. Howard of Bishop, represented the coastal region from Eureka to San Diego; A. O. Cooperrider, North Coast; William John Cooper, Central Coast; H. F. Clarke, Paso Robles, South Mid-Central Coast; Bruce H. Painter, Petaluma, North mid-Central Coast; Dr. A. W. Scott, San Francisco, Central Coast; G. Walter Monroe, South Coast.

F. E. Howard was appointed principal of Bishop High School the first of the year at a salary of $4000. For the past year he had been associated with D. C. Heath & Co.

Dr. Ellwood P. Cubberly gave an address on "The Junior College a Community Institution." Will C. Wood, State Superintendent, discussed the same subject from the point of "Proposed Junior College Legislation." Both men accepted the findings of the State Legislative Committee on Education in reference to junior colleges. Both

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advocated ten or less strong regional junior colleges to take care of the state's surplus of students. Both felt that it was the one solution for the present congestion at our state universities and colleges. The proposal had the enthusiatic support of the convention.

A morning was given to vocational and prevocational education. Addresses on this line were as follows: "Vocational Education," Dr. E. R. Snyder, Commissioner Vocational Education; "Adult Education in High Schools and Junior Colleges," Mertin E. Hill, Ontario; discussion of same by Louis E. Plummer, Fullerton; "Agriculture," E. L. Van Dellen, Salinas; "Trades and Industries," Miss Ethel Percy Andrews, Los Angeles; "Commerce," Homer S. Toms, Stockton. The gist of Dr. Snyder's remarks was that since we have a start at vocational education we need prevocational education in order to get ready for vocational education. In other words, why have anything but vocational education.

The other speakers emphasized the work being done in the state along the line of vocational education. They all felt that much more could be done.

Superintendent Will C. Wood and Commissioner A. C. Olney both spoke with a warning that in our mad rush to vocationalize everything we might lose some of the old academic system that up to this time has created our present civilization.

A good many of the principals spent Friday morning, February 11, at the University of California as the guests of that institution.

Thursday afternoon, February 10, a goodly number were shown the sights of Marin county in an auto trip planned by the citizens of San Rafael. E. E. Wood, principal of Tamalpais Union High School, took a party of five or six autos through his school, which lays great emphasis on industrial education.

Mr. Delbert Brunton, Fresno, chairman of the Committee on Resolutions, presented resolutions that decried cheating in our schools, cigarette smoking and fraternities, etc. Constructive athletic control was advocated.

The high school convention was mainly a man's convention. The preponderance of comparatively young men over those of years ago was most noticeable. Among women supervisors present were Miss Bertha Romaine, Concord; Miss Mildred Peckham, Coalinga; Miss Ethel Percy Andrus, Los Angeles; Miss Clementina de Forest Griffin, Los Angeles; Mrs. E. C. Brigham, San Fernando.

John S. Malcom is principal of the new high school just formed at San Juan Cajustrano, the sight of one of the most majestic mission ruins in the state.

Frank D. Aid of Chino enjoyed his first principals' convention.

E. J. Shives is now principal of the George Junior Republic High School at Chino.

C. L. Geer of Coalinga had a Ford coupe all his own at the convention and traveled in style.

G. H. Jantzen of Colton was pleased to see unirrigated green trees and grass. Colton, they say, does get rather warm at times.

G. C. Barton, formerly head of science, Berkeley High School, now principal of Covelo High School, finds the mountains enjoyable. He says there are so many canyons that he sure has gotten out of the rut.

W. Wells Pratchner of Danville High School had a good time browsing around.

T. J. Roseman of Gridley is the owner of a chicken ranch. Bruce H. Painter of Petaluma and he were naturally drawn into conference.

M. W. Perry of Escondido, who has a lemon ranch and W. A. Otto of Fowler who has a deciduous and grape acreage were naturally drawn into consultation.

Guy J. Roney of Halfmoon Bay showed up as a baseball shark. Must have been the influence of the ocean.

E. R. Morehead of Healdsburg is an advocate of supervised study.

H. H. Wardrip of Holtville is putting across a fine industrial program.

F. E. McReynolds of King City has the southerner's grasp of all things Californian.

Walter G. Martin of Manteca has his new school running and expects a large increase next year.

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Hundreds of supplementary readers are published but among them are very few simple enough for first year pupils. *Playtime Stories*, by Agnes Dunlop and Robinson G. Jones, solves this problem. It has seventeen delightful stories and poems, artistically illustrated in colors. The type is large and the words are arranged in word-groups instead of full length lines, thus assuring expressive reading.

An ideal answer to a first year pupil's question, "Teacher, what can we read next?" is *Happy Hour Stories*, by M. Genevieve Silvester and Edith Marshall Peter. The vocabulary of this charming book is that of the usual basal primer; the use of dialogue, cumulative structure and dramatic action makes the reading lesson an easy task for the teacher and a daily joy to the pupil.

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NEW YORK CINCINNATI CHICAGO BOSTON ATLANTA

Carl N. Vance of Lakeside attended his first high school convention.

Maurice H. Rowell of Martinez and A. B. Ingham of Pacific Grove had a reunion on goat culture. Both believe they have left the amateur class.

Howard O. Coale of Mendocino likes his first principalship immensely.

W. E. Faught of Modesto still insists that a high school cafeteria can be made to pay and can be a real training school.

Walter H. Nichols of Palo Alto enjoyed himself and actually engaged in no verbal combats.

A. Haven Smith of Redlands is one of the new principals of the state who is going to make good.

D. A. Hanks of San Jacinto says he just travels from one earthquake fault to another.

Raymond B. Leland of San Jose proved himself a veritable Goliath of a baseball player.

Arthur G. Paul of Riverside and H. B. Thomas of Barstow were classmates at Occidental College.

Arthur H. Mabley and John W. Thomson of San Luis Obispo were happy at the convention. The week before San Luis Obispo had voted 7 to 1 for a $375,000 bond issue.

D. K. Hammond of Santa Ana has had additions to his high school plant that will soon be completed.

Eldon Ford of the evening high school, Santa Barbara, finds his work intensely interesting.

Melrowe Martin of Sebastopol expects to inaugurate a building program next year.

Lewis E. Adams of South San Francisco is from Texas and can leap about twenty feet in the air when after a high fly.

Edward Blackman of St. Helena enjoys his new location very much. There is not quite so much rain as at Willits.

R. W. Everett of Suisun is having an exceedingly fine year.

Miles E. Valentine of Taft is now principal of the Union High School district.

J. Perry Ratzell of Turlock said he was the only principal present who was principal of two high schools.

De Witt Montgomery, principal, and Fletcher Ayres, vice-principal, of Visalia were both in attendance. A reorganization of the school system is under way.

T. S. MacQuiddy of Watsonville was not present. Mr. MacQuiddy had not fully recovered from an influenza attack of a couple of months ago.

Arthur Young of Weaverville was glad to return to the principals' fold after a year's absence.

A. D. Sprouse of Wheatland is reorganizing his school.

The Principals' Convention at San Rafael was held in the Elks' Hall and the Elks are to be commended for handing over their fine quarters to the schoolmen for the week.

Among the State departmental supervisors present were Clark W. Hetherington, supervisor of physical education; Miss Maude I. Murchie, supervisor in home economics; J. C. Beswick, supervisor in trade and industrial subjects; Miss Winifred Van Hagen, assistant in physical education; George Hjelte, assistant in physical education; Herbert R. Stolz, assistant in physical education.

E. B. Dykes of Atascadero hopes to have the principals' convention at that ideal community center some time in the future. Plans for a $350,000 hotel building are under way. The new high school auditorium will accommodate 750 people and a large new threatre is in preparation. Mr. Dykes feels that Atascadero could give the principals a royal good time.

TAX PROBLEMS BEFORE THE PRESENT CALIFORNIA LEGISLATURE IN REGARD TO THE ADVANCEMENT OF THE CALIFORNIA SCHOOL SYSTEM

By W. M. Culp

Two addresses, the first on "Proposed Junior College Legislation," by Hon. Will C. Wood, State Superintendent Public Instruction, and the second an address by Hon. C. C. Young, Lieutenant Governor of California, made it very clear that vital school issues are at stake at the next session of the State Legislature that reconvenes the 24th of this month. It is to be hoped that by the time this magazine appears that the King bill shall have passed aided by the influence of the principals of California, and that monies will thus be available for putting Amendment 16 in operation.

Amendment 16 was passed by a 2-to-1 vote. The Legislature has to pass an enabling act and in addition has to find the money to meet the amendment's provisions. Some $7,500,000 per annum of deficit are on the present budget.

The money can be raised in two ways: (1) An increase of approximately 33 per cent on corporation taxes, or (2) the imposition of an ad valorem tax of 22 cents on every $100 valuation in the State.

Both Mr. Wood and Mr. Young made it very clear that the State Board of Equalization (which is not appointed by Governor Stephens, but elected by the people) had come to the conclusion that the corporations should pay this additional amount.

They had reasoned that since city and county taxes have risen 35 per cent within the last six years, and since the corporations have had no additional increase in rate within that time, that in the present instance they should bear this additional increase and that this increase will make them pay the same rate as other taxable property. If the corporation tax rate was just six years ago it stands to reason that at the present time the corporations are not paying their just proportion.

If the Legislature fails to provide money from either of these two sources the schools of the State will not have additional income. The Legislature does not have to vote the monies. It requires a two-thirds vote in both houses to pass a corporation tax measure. The first session saw the King bill pass the Senate and lose by two votes in the House. If the King bill fails the schools will be left in the cold, cold world.

From the present temper of the State Legislature which is given over to economy measures, there is almost no hope of an ad valorem tax upon all property in the State. What is more important, **the King bill has to be passed before March 1** in order to make its provisions a lien upon the corporations for the current year.

If the King bill does not pass the schools will be left holding the sack and the will of the people as expressed in Constitution Amendment 16 will have been passed over.

Governor Stephens is out campaigning for the King bill; the corporations are spending thousands of dollars in buying large advertisements. It is a question of what the people think is just. The State Board of Equalization has said that the corporations should bear this increase and that it is a just increase.

The principals at San Rafael indorsed the King bill and if the King bill passes they are due to some praise for work in behalf of it.

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Dietetics for High Schools, by Willard and Gillett. Macmillan Co., New York and San Francisco, publishers.

The object of this book is to teach in a manner adapted to high schools the application of the principles of nutrition to the feeding of the family. It also teaches the relative value of food, economy in buying, and the importance of good food habits. The subject matter correlates with hygiene and general science courses in the high schools. The chapters on Food for School Children and Adults, and Planning Meals for a Family, are especially valuable.

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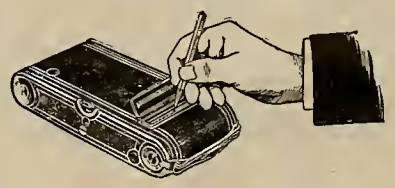
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Vol. XXVII. No. 3 SAN FRANCISCO, MARCH, 1921 Price, 15 cts.

MEETINGS

Bay Section the California Teachers, Association; W. T. Helms, Richmond, Cal., President; W. L. Glascock, Secretary.

Northern California Teachers' Association, Ella McCleary, President, Sacramento, Cal.; Mrs. Minnie O'Neil, Secretary.

Central California Teachers' Association.

Southern California Teachers' Association, Merton E. Hill, President, Ontario; Dr. E. A. Wilson, Secretary, Los Angeles.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs. Mrs. M. R. O'Neil, Sacramento, Cal., President; Mrs. I. M. C. Smith, Sacramento, Cal., Secretary.

Central Coast Section the California Teachers' Association; R. L. Bird, San Luis Obispo, President; G. A. Bond, Santa Cruz, Secretary.

California Education Officers, Sacramento, Cal., Hon. Will C. Wood, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Albert C. Olney, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Stanley B. Wilson, Mrs. Agnes Ray, George W. Stone; Elizabeth R. Phillips, Porterville.

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ALICE ROSE POWER, School Director, City and County of San Francisco, San Francisco, Associate Editor.
HERBERT F. CLARK, Editor for Southern California.

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MEETING CALIFORNIA TEACHERS' ASSOCIATION CENTRAL SECTION

W. M. Culp

The California Teachers' Association, Central Section, with the institutes of Fresno county, Kings county, Madera county and Fresno city held their annual meeting at Fresno March 15, 16 and 17, 1921. Some 1350 teachers were in the convention and attended a meeting that was outstanding in quality of excellent speeches and interesting educational discussions.

Credit for the fine program is due the President, Miss M. L. Richmond, Superintendent of Kings county; Clarence W. Edwards, Superintendent of Fresno county; Craig Cunningham, Superintendent Madera county; Robert J. Teall, principal Madera High School; Jerome O. Cross, Superintendent Fresno City Schools, and O. S. Hubbard, Superintendent Lindsay Schools.

Clarence W. Edwards presided at the opening meeting Tuesday morning, March 15, and in a few fitting phrases declared the convention in session. William A. Otto, Principal of Fowler High School, sang most appropriately two baritone solos. H. B. Wilson, Superintendent of Berkeley, gave the opening address.

Mr. Wilson called for efficiency in teaching, for business-like administration, for the discarding of worn-out systems for the new and up-to-date—the best to be had. He called for the throwing out of the commonplace, the tolerable, the average, the just as good of education. He demanded motivation, the training for real life by studying real problems of vital interest to the child and not of vital interest to the pedagogic theorist. He derided education by vote and called for makers of school programs and curriculums to get rid of the commonplace, the tolerable, the average, the just as good, and put in the best.

In the afternoon in the large Fresno Municipal Auditorium, Miss M. L. Richmond presiding, Will C. Wood, State Superintendent of Public Instruction of California, gave an eloquent appeal for the upbuilding and upkeep of the rural school and the rural community.

In the evening at the high school auditorium, Craig Cunningham presiding, Tully C. Knoles, president of the College of the Pacific, gave a lecture on the "Third Internationale." It was a great lecture developed logically, clearly and impressively. It was a meaty lecture and the listeners came away with the feeling that they had heard something worth while.

Wednesday morning, March 16, was given to section meetings of various kinds. In the afternoon legislation for schools was discussed by Mrs. Elizabeth Hughes, chairman State Committee on Education. A fuller account is given elsewhere. Mrs. Hughes captivated the convention with her charm and brilliance.

Thursday morning was given to section meetings. In the afternoon at the auditorium Jerome O. Cross presiding, Captain Paul Perigord gave his address, "Why an American."

One noticeable feature of the convention was the absence of performing children. It was a pleasant feature to both teachers and pupils themselves.

FRESNO

Jerome O. Cross, superintendent of Fresno city schools, is a man who gets things done. Fresno is a city that does things. The combination of the two, an executive who accomplishes and a city that stands for accomplishment and growth, makes for the growth and strength of the Fresno schools.

Fresno is a city in the midst of an agricultural garden of almost unbelievable richness. The Fresno raisin is known around the world. Within a range of fifty miles about Fresno, which is the logical center of things, are miles of vineyards, deaduous and citrus orchards, 10,000-acre fig ranch, cattle ranches of 30,000 acres, dairies, oil wells, etc. As a center of this empire Fresno is the hub and into it flow business of the surrounding region that is filled with prosperous towns, such as Hanford, Tulare, Visalia, Porterville, Coalinga and Madera.

Into this atmosphere Jerome O. Cross came in 1917. There were then 195 teachers in the elementary schools and 7618 pupils. Now there are 298 teachers and 10,518 pupils. The high school had 61 teachers and 1415 pupils in a four-year high school. Now there are three junior high schools, 95 teachers in the high school and 1809 pupils. In addition the night high school trains some 2700 pupils.

In 1917 some $121,000 was spent for the high school, the expenditure now amounts to some $204,000. In 1917 elementary school expenditures amounted to some $290,000; in 1921 it is $495,000. The expenditures for maintenance in four years increased from some $420,000 to some $700,000. In other words, the richness of Fresno city has made it possible to spend some $300,000 more in 1921 than in 1917 for better schools, for better teachers at better salaries, to obtain the best results in education.

Within the last four years kindergartens have been established in every school. A thorough reorganization has been made of the various courses of study. The socialized recitation, the problem method, have been brought into play. Mental tests (group and individual) have governed promotion and retardation.

A $2,000,000 bond campaign for a new high school building has been won and a magnificent building is now in course of construction, which is slated for occupation in September.

Grammar school buildings of special construction and utility have been erected to stand the early fall and late spring heat. Such schools as the Webster, Jackson, Washington, John Muir and Edison are buildings that are a pride to any city.

These things have been accomplished during the four years Jerome O. Cross has been head of the Fresno schools. And why have they been accomplished? Fresno is a city that gets things done. It is a city of co-operation.

On the city Board of Education are such representative men as W. A. Conn, the president; George Cosgrave, H. H. Holland, Dr. J. H. Pettes, and such representative women as Mrs. T. T. Giffen. These five have given generously and have worked. And it is work and foresight that makes educational progress.

In the high school for three years was

the late Walter O. Smith, a principal whose personality won him the respect and friendship of the pupil, teacher anr citizen. During this last year the high school has been under the guidance of Delbert Brunton—a man whose strength and ability has already won him a place in Fresno. The junior college under the deanship of J. A. Nowell has grown and prospered. F. M. Fulstare, head of the commercial department; A. J. Gaummitz and A. A. Sorenson of the agriculture department; William A. Austin, head of mathematics; H. C. Wienke and J. W. Warner of manual arts; M. B. Hockenberry, head of natural science, and Pearl M. Small, head of languages, are a few of the teachers that have made Fresno High School a ranking institution in the state. The evening high school, under F. H. Sutton, is running to full capacity.

Earl Towner, head of the music department, has accomplished great things. "The Messiah" was produced some months ago under his direction. He is leader of the Fresno Symphony Orchestra, which, by the way, is a class in the evening high school. He is a composer of music, director, teacher, and his department in music is equalled by none in the state.

Three junior high schools, Edison School, W. L. Potts, principal; Longfellow School, W. B. Munson, principal; Washington School, F. M. Lane, principal, carry on the work in departmental fashion efficiently.

In the elementary schools there are such men as J. J. Duvall of the Columbia School (a school of the seven nations), D. D. Davis of the Emerson School, I. W. Cappleman of the Hawthorne School, James A. McGuffin of the Jackson School (who is president of the Fresno County Board of Education), Walter C. Schlein of the Jefferson School, Homer C. Wilson of the Kirk School, R. McCourt of the Lincoln School (where great emphasis is laid upon project work), Ernest E. Ball of Lowell School (where geography is stressed), R. O. Pie of John Muir School (where experiments are carried on in arithmetic teaching), H. F. Hughes of the Webster School (where projects in geography and the socialized recitation are emphasized).

It is with this environment that Jerome O. Cross stepped and with the co-operation of these men and women and with that of the citizens of Fresno outstanding progress has been made.

When a man who gets things done lives in a city that does things there comes growth, and Fresno is to be congratulated that it has such a man to head its educational affairs.

LIBRARY ROUND TABLE FRESNO INSTITUTE

Alvan Clark, librarian of Reedley High School, was head of the library section that took up the first discussion of library problems that has come before the California Teachers' Association Central Section. Subjects considered covered (1) the mission of the school library; (2) the relation of county and city library systems to the school library; (3) picture and clipping collections.

Library service to the small towns and rural communities opened up an interesting topic. The fact that the school children are now transported by buss, which means that they come with a rush and go with a bang, leaving them small time for securing reference books from the town library or from the county library branch, unless it be in the school itself, led to the decision that co-operation between the teachers and town and country library could come best with branches in the various schools. Alvan Clark in discussing this problem believes that it is best not to duplicate books in the town and school libraries.

Miss Dorothea Davis of the Fresno High School library, who by the way is the only trained certified high school librarian in the three counties of Kings, Madera and Fresno, believes the only practical method of borrowing books from the library for the use of the school is on the librarian's private card, which naturally places great responsibility on the teacher.

The only solution for efficient library service as things are now constituted, according to Miss Davis, is for the county to own the school library and to establish a county branch library in the school. In this way the librarian can have at call the entire catalogue of the main library.

The meeting was well attended by teacher-librarians and others interested. Miss Sarah E. McCardle, head of school department, and Miss English represented the Fresno County Free Library and Miss Mary E. Glock and Miss Glass the Madera County Free Library.

LEGISLATION FOR SCHOOLS OUTLINED AT FRESNO INSTITUTE BY MRS. ELIZABETH HUGHES

Mrs. Elizabeth Hughes, chairman State Committee on Education, addressed the Wednesday afternoon session of the Teachers' Institute on the subject "School Legislation in 1921." She gave and discussed the outstanding educational bills before the state Legislature.

Mrs. Hughes upheld Mr. Will C. Wood in his statement that "the rural school offers practically the same course that it did twenty years ago." She stated that if the county unit system bill was passed that it would give the child of the rural district the same advantages in educational lines as the richest child in the city.

Mrs. Hughes urged the adoption of the bill for the conversion of the present normal schools into teachers' schools. During her argument she stated that the teachers were the key to higher education. "The war opened the eyes of the public as to the necessity of the school teacher and since the passage of the compulsory attendance bill the enrollment of the schools has increased nearly double, thereby increasing the demand for teachers, which in its turn brought the teacher more remuneration," said Mrs. Hughes. "However, the two-year system offered by the normal school at present does not fit the teacher as she ought to be. As the time has come that the teacher is coming into her own, in the community it is high time that we improve the character and the education of the future teacher. By the four-year system we will also benefit our children because the needs of the times and of the future demand the best of training, hence the necessity of the four-year course."

"The present conditions of the universities, overcrowded, inefficient and inadequate, do not impart the individual touch that they should. I am opposed to the weeding out method employed today in the universities because I am confident that many of the students that are eliminated in the examinations, would stick and learn if they had a chance. If there were more junior colleges, the students could stay at home and have the home influence that is so needed at the present time, also they would feel more independent staying at home and therefore would progress faster in their studies."

The bill calls for (a) A junior college as part of the high school, (b) A union junior college for a town having two or more high schools or (c) A county junior college for the whole county. These junior colleges would have to have an enrollment of over 400 and a capital of $10,000.

"The time has come when the district school trustee system has served its purpose at present it is unprogressive, uneconomical and inefficient. There are at present 10,350 trustees in the state of California, and the money that is expended in the upkeep of the trustee schools could be used better than it is. It is not the teacher trustee nor school that suffers, but it is the child."

Under the laws of today any unruly student is taken before the Juvenile Court and sentenced to the schools either at Ione, Whittier, Whitcomb or Ventura. Under the new law the student would not be hampered by a court sentence and therefore would be a better citizen.

Mrs. Hughes stated that it would be better to have a delinquent school for the parents than for the children and she also emphasized the fact that there were as many delinquent girls as there are boys.

The separate schools for the Japanese, the private foreign language school, the holiday, the apportionment, the tenure and the retirement salary bills were discussed.

Arthur H. Chamberlain, executive secretary California Teachers' Association, elaborated on the measures brought up by Mrs. Hughes. Mrs. Wandzetta Fuller Biers entertained with a few delightful selections. Fred Brohaska also entertained on the violin.

Dr. David Starr Jordan of Stanford University is writing his autobiography for publication. It will be published this year by the World Book Company. Caspar W. Hodgson, the president of the company, is one of the noted graduates of Stanford. Dr. Jordan was recently a guest of honor of the Sequois Club and gave an intimate revelation of his life, including his ancestors from the time of Charlemagne. It was witty, philosophical and full of idealism. His autobiography will undoubtedly be one of the best sellers. It will be a great human document.

JOTTINGS OF A TRAVELING BOOKMAN

W. M. Culp

It is poppy time in the San Joaquin Valley. Vast fields of golden poppies, paint brushes, baby blue eyes, buttercups and even the despised tar weed with its yellow head, make the spring time true. The alfalfa in its first growth has an airy freshness and greenness, the grape vines are in bud and have thrown out their first leaves, ridges in field and orchard show bursts of gold, the apricot in fruit, the peach in blossom, all together sing of spring, and to make the fairy tale complete there is spring vacation for the boys and girls.

Bookmen and supply men were in force with exhibits at the Fresno Institute. Among those present were Miss A. A. James of the F. A. Owen Publishing Company, F. E. Cobler of MacMillan, F. A. Rice of Ginn & Co., Clyde D. Stickler of the Stewart School Supply Company, Miss Elberta M. Willis of Milton Bradley, C. F. Scott of Scott-Foresman & Co., J. H. Mitchell of Scribner's and W. M. Culp of Harr Wagner & Blakiston.

Stockton has an interesting plan of having a separate room set apart in one for their buildings for the display of all books, magazines and reports that come to the school department for examination. O. H. Grubbs and W. H. Murray, assistant superintendents, use this room as a clearing house in their plans for the revision of their courses of study.

Various committees are now at work on new courses and this room with all the data is used as a meeting place and reference room. Mr. Grubbs believes that this is the most satisfactory manner of getting material before the interested teacher. All the teacher has to do is to visit this room and see on shelves set apart for the various publishers new books that are up for consideration.

Robert Allen, principal of the Jefferson School, Stockton, believes in the vitalization of geography teaching through motion pictures. He has worked out a program in geography in which the display of pictures plays a prominent part.

John W. Anderson, superintendent of San Joaquin county, has his County Board of Education at work on a thorough reorganization of the county course of study.

A. G. Elmore, superintendent of Stanislaus county, is using the opportunity of fine spring weather for visiting his various schools.

Under the new appropriation for supervisors of elementary schools as provided for in the tentative plans for the division of funds made available by Amendment 16 Miss M. L. Richmond of Kings county is planning to have three supervisors. Each supervisor is to handle two subjects.

Clarence W. Edwards, superintendent of Fresno county, has one of the largest field forces in supervision in the state. Louis P. Linn supervises high school and grammar schools. D. F. Tuttle and Miss Florence B. Rutherford supervise elementary schools. Both cover some fifty schools or more. In addition Mr. Edwards has two deputy superintendents in Miss Myrtle Barrell and Miss Maude E. Burnett, attendance supervisor in A. J. Burns, school nurse in Miss Blanche Post and a secretary in Rosalia Bier. Fresno county is quite thickly populated and has a large number of schools. With these assistants Mr. Edwards is accomplishing a very thorough constructive program.

Charles Edgecomb, supervising principal of Selma schools, has an excellent opportunity for the study and working out of educational problems in his three growing schools.

C. L. Geer, district superintendent of Coalinga, was not able to be present at the Fresno Institute on account of sickness. His jovial presence was missed.

Miss Mildred E. Peckham, assistant superintendent of Coalinga schools, presented before the intermediate school section at the Fresno Institute a clear-cut discussion on the "Value of the Intermediate School."

Russel S. Williams, superintendent of Stockton schools, believes that the geography of California should be emphasized in California schools.

Arthur T. Smith, principal of the Lincoln school, Lodi, is a constructive school man and runs a progressive school.

J. B. Weed, district superintendent of Tulare schools, has been having his hands full with a local epidemic.

T. H. Carr, principal of the Armona grammar school, has a new grammar school buildings in prospect for next year.

A $65,000 grammar school building is to be constructed at Corcoran. H. C. Miller is the principal.

F. A. Rice of Ginn & Co. and C. F. Scott of Scott-Foresman & Co. were speakers before the primary teachers at the Fresno Institute on a "Conference on Methods of Teaching Elementary Reading." Miss Winifred Wear of Chowchilla was chairman. Mr. Rice discussed the Beacon method of reading. Mr. Scott spoke on the Elson method. There was a large number in attendance and great interest was manifested in the addresses of the two bookmen.

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An Introduction to Economics, by *Graham A. Laine, Professor of Economics, University of Arizona.* Prepared especially for high school pupils. Simple, teachable, and comprehensive. Successful from the start.....$1.40

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De Witt Montgomery of Visalia and Charles E. Teach of Bakersfield were visitors in Fresno during institute time.

Reedly has voted $450,000 for a new polytechnic high school.

W. A. Ferguson, principal of the Porterville High School, has a campaign on for a $350,000 bond issue.

Charles E. Bigham, superintendent of Porterville schools, is intending to use funds made available by Amendment 16 for the increase of teachers' salaries.

Mrs. Neva P. Hastings, principal of the Terra Bella school, has charge of a delightful little school.

Craig Cunningham, superintendent of Madera county, is planning the reorganization of the county course of study.

Miss Mayme Saunders is president of the Madera County Board of Education.

Mr. Robert J. Teall, principal of Madera High School, had his hands full as secretary of the California Teachers' Association, Central Section, at the Fresno Institute.

HIGH SPOTS IN THE N. E. A. CONVENTION AT ATLANTIC CITY

The meeting of nearly 4000 school superintendents and other educators which was held recently at Atlantic City cost over $500,000, according to an estimate by the Institute for Public Service. To indicate possible nation-wide benefits from this outlay of money and time, the Institute director, William H. Allen, lists ten convention happenings and proposals of major importance:

1. A self-emancipated proclamation was issued by superintendents to free them from the domination of university professors and other outsiders. From now on the membership in the superintendence section will be limited to superintendents. How long a step forward this is may be judged from the fact that so recently as the Detroit meeting superintendents actually paid the expenses of several college professors to dominate committees, speeches and policies.

2. That leadership in American education should lie with tax supported education was maintained by President M. L. Burton of the University of Michigan, who denied the often made claim that tax supported institutions are less free, less scientific, less cultural than privately supported universities.

3. A radical departure in training school executives was announced for next summer by New York University. Instead of giving experienced executives long talks, long readings and class-room quizzes, the University is to have an "experience exchange" and "summer Plattsburg." No executive will be allowed who does not bring a problem. There will be no lectures, no quizzes, no assigned readings. Time will be spent on threshing over urgent problems brought there by executives. The afternoons will be spent in visiting public service agencies of nation, state and city and in question and answer conferences with men of affairs in national and world commerce, industry and politics.

4. A new plan for selling service to schools and colleges was announced by Teachers' College of Columbia University which will now offer itinerant help in making tests of mentality and proficiency in conducting experimental schools and in making school surveys.

5. Knowledge of Japan's language and civilization was urged as of greater importance to America's coming generation than relations with any other nation except Great Britain.

6. The need for advertising the attractions of teaching and for teacher recruiting by colleges was given two of the few resolutions passed by the convention.

7. Selection of speakers for the annual meeting by competition in which the man with the most important message should be selected whatever his previous lack of advertising was proposed by Superintendent William E. Stark of Hackenback, New Jersey, who also suggested that a committee help select problems and solutions to be presented and that these short abstracts be issued before the meeting.

8. "Spare time" schools were proposed for firemen, barbers, elevator boys, messengers and others who must be on duty for long stretches without work. Denver's opportunity schools and the self-help instruction now being offered to seamen and officers on battleships were cited to show that advantage will be taken by adults of such opportunities if offered.

9. A "superintendents' black list," written by a college professor and by mistake printed in a newspaper, was much talked of. Privately and in groups it was insisted that education is menaced by any method of promotion which does not base reputation upon provable advance steps that school men have helped their community take.

10. A "high spot exchange" or exhibit of best steps in education helped visitors find suggestions for their own schools from publicity matter, courses of study, syllabuses and allustrated reports from schools all over the country. Commissioner P. P. Claxon said of this exhibit that it has been one of his dreams for the U. S. Bureau of Education that it should be always collecting this kind of "first aid to inquiring educators." First Vice-President Ernest A. Smith said that one reason for giving superintendents control of their own section is that they can organize to be all the time looking for the best that is being done everywhere instead of compelling able educators to join the procession of self-advertisers or to otherwise seek recognition or else to remain pocketed and undiscovered.

MARK KEPPEL'S STATEMENT OF THE ECONOMIC VALUE OF THE UNIVERSITY OF CALIFORNIA SUMMER SESSION

The University of California Summer Sesmer Session is of great economic value to teachers, according to statement issued by Mark Keppel, County Superintendent of Schools. Mr. Keppel states that summer training brings financial returns out of all proportions to the sum invested.

The Summer Session, which will be held from June 20th to July 30th on the University of California (Southern Branch) campus, Vermont Avenue, has its headquarters in Room 831, Pacific-Finance Building, 6th and Olive Streets.

Following are Mr. Keppel's remarks concerning the session:

"The economic value to a school teacher of a summer session at the University of California is an item which is far more significant than the general public is apt to suppose. Whatever the summer session may mean—added knowledge, a higher degree, a better capacity for teaching—it is sure to mean also a financial gain for the person who has participated.

"'Twenty dollars' tuition for the six weeks—an average of slightly under fifty cents a day—will bring to the teacher a return out of all proportion. The six weeks is a period spent in listening to eminent philosophers, educators, scientists, historians; and in polishing and reviving mental energies.

"Individual cases of benefit are recalled to my mind—an elementary teacher who needs but a few more credits to obtain a secondary certificate; another who must have just six units of work to obtain her life diploma; a teacher of home economics wishing to know batek designing; an English teacher who should "brush up" in short story writing, and a music teacher who wants further knowledge of harmony and composition. Among those benefited the most by a summer session are those teachers who wish to prepare for service in vocational schools and courses; and out-of-state teachers needing a few credits to entitle them to special certificates.

"(Signed) MARK KEPPEL,
County Superintendent of Schools."

Domestic Science
FOR GRAMMAR GRADES OR JUNIOR HIGH SCHOOLS

□-□-□

The Simplest, the Latest, The Best Textbook Is

ELEMENTARY HOME ECONOMICS

By PROF. MARY L. MATTHEWS OF PURDUE UNIVERSITY

Recitation and laboratory work in Foods and Cookery, Sewing and Textiles, and the Care of the the House.

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LITTLE, BROWN & COMPANY
34 BEACON ST., BOSTON

SCHOOL WARRANTS ARE NOT ACCEPTED BY FEDERAL RESERVE BANKS

Returning to the subject of "credits," discussed in our December advertisement—many school boards insist on paying their accounts with school warrants.

The Federal Reserve Bank has specifically ruled against school warrants as collateral for the reason that they embody no definite date of payment. Banks are therefore compelled to refuse to accept school warrants.

This means that supply houses that accept warrants are forced to pay burdensome discounts to professional money-lenders who make a practice of "shaving" school warrants.

Who pays this loss?

The school boards issuing the warrants—of course. Because supply houses, knowing that they must stand this credit loss, very naturally and properly protect themselves by quoting prices high enough to take care of the shrinkage in the net cash value of the warrants.

In other words, School Boards that pay by warrant place themselves in the same category as the "slow pay" Boards referred to in our December advertisement—and are so recorded on the credit cards of the association.

Now, what is the way out?

Simply, that School Boards doing business on a strictly business basis will make proper arrangements with local bankers, by which they are enabled to pay cash for everything they buy. Such business-like School Boards not only earn substantial cash discounts, but are able to command bedrock prices on everything they buy. Indeed, the reputation of buying for cash will bring to you, just now, "inside" offers from supply men that represent actual loss to them—a loss they are willing to take in order to secure liquid cash capital.

This plan not only saves the tax payers a lot of money, but it gives the School Board officials an enviable reputation for business sagacity—in the conduct of the important public responsibilities entrusted to them.

We speak thus frankly, because we know that the School Boards of the United States are beginning to appreciate the broadly constructive work that this association is doing "for the school children of America," in standardizing products, simplifying methods, eliminating abuses, and in creating among the school supply houses of the country a lofty sense of their responsibility to the school children of America.

Officers and members of School Boards are invited to put all their problems—financial and otherwise—up to our service department, with the assurance that every co-operation will be given. — National School Supply Association, 64 East Van Buren street, Chicago.—February issue School Board Journal.

SAYINGS OF HORACE MANN

Let the next generation be my client.

Nothing can ever alienate me from my sworn love of the young, nor divert my wishes and exertions from what I believe will best promote their welfare.

BRADLEY'S QUALITY MATERIAL

THE QUALITY MB CO SIGN

BRADLEY'S SCHOOL CRAYONS

meet every educational requirement from beginning in the Kindergarten to fine pastel work in the higher grades.

BRADLEY'S Crayons are made with the same conscientious care as Bradley's Water Colors. Careful selection of choicest pigments, combined with skillful manufacture insures freedom from grit, uniformity of texture, and perfect marking and blending qualities. Send for illustrated circular.

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20 SECOND STREET
SAN FRANCISCO CALIFORNIA

If there are momentous questions which, with present lights, we cannot demonstrate and determine, let us rear up stronger and purer and more impartial minds for the solemn arbitrament.

The common school is the greatest discovery ever made by man. Other social organizations are curative and remedial; this is a preventive and an antidote. They come to heal diseases and wounds; this, to make the physical and moral frame invulnerable to them.

Every follower of God and friend of humankind will find the only sure means of carrying forward the particular reform to which he is devoted in universal education. In whatever department of philanthropy he may be engaged, he will find that department to be only a segment of the great circle of beneficence of which universal education is the center and circumference.

A moderate degree of intelligence diffused through the mass of the people is more than an equivalent for all the prodigality of nature.

I would much sooner surrender a portion of the territory of the commonwealth to an ambitious and aggressive neighbor than I would surrender the minds of its children to the domain of ignorance.

Nature bestows her mighty forces of wind and water and steam only upon those who seek them with intelligence and skill.

With us, the qualification of voters is as important as the qualification of governors, and even comes first in the national order.

He who does the most good to his fellow-men is the master of masters and has learned the art of arts.

There are owls who to adapt the world to their own eyes would always keep the sun from rising.

Be ashamed to die until you have won some victory for humanity.

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EDITORIAL COMMENT

HERBERT F. CLARK
Editor for Southern California

SOVIET ASSEMBLY AND LEAGUE OF NATIONS

Los Angeles Times, issue of March 13, in its rotogravure section carries two extremely significant pictures. One represents the Soviet Assembly in session showing a motley group of some several thousand soldiers, sailors, workmen and farm laborers making up the legislative body. The other represents the assembly of the League of Nations at its recent meeting at Geneva. The heading of the page, "The Soviet and the League of Nations—A Contrast." One body representing the ideal of a half-baked fanatic—the other the world's highest type of statesmanship—leads one to suspect that the Times looks with disfavor on the first but with approval upon the second. This is, of course, its privilege, as it is ours to see tremendous significance in each of them.

The very fact that so many fellow-countrymen of Russia can come together to discuss common problems is pregnant with meaning not only to Russia alone, but to the other nations of the world. The further fact that so many human beings of varied interests are willing to come together on common ground and thrash out their differences is worthy of serious consideration. If from these assembly meetings the Soviet people bar the merchants and trading classes then the possibilities for democratic growth is materially retarded. If all classes of people were represented in such a gathering then indeed would we have a pure democracy. It is true, to be sure, that a pure democracy if of any considerable size is unwieldy and in a sense as a consequence is inefficient, but the growth in social consciousness that comes through the process of evolution from pure democracy to representative government is of no mean significance.

As one looks at the picture he can't help but feel that a better day has dawned for Russia. There will no doubt be a long period of readjustment there. The defects of ages are not effaced in a day. Human progress is a tedious process at best. Immediate results are not as important as principles of action, and hence any movement that tends to extend responsibility for social conditions is worthy of serious consideration.

The other picture is as fully significant. It also speaks volumes for a better day. Despite the statement of Senator Johnson that the League of Nations is dead it lives and is of tremendous significance in the world today. What a wonderful meeting that was at Geneva. It means for the world what the Continental Congress did for America. The covenant of the league is similar to the Articles of Confederation. It still lacks the power to enforce its mandates as did the Continental Congress. It can advise but not enforce. But who would dare say that the Articles of Confederation did not prepare the way for the closer union under the Constitution. The men at Geneva represented the nations of the earth in convention assembled, and it shall ever remain a blot on the fair pages of American history that we stood aloof. In heaven's name weren't we willing to sit in conference with the other civilized nations of the world in an honest attempt to solve some Out of eighteen problems confronting President Harding as indicated by the Literary Digest, seventeen of them had to do with our relations with foreign countries, and yet some of our good citizens of America, including our worthy President, preach a gospel of non-involvement. The policy of isolation in settling our foreign affairs reminds one of making a real estate exchange without going through escrow. Such a procedure usually discloses chicanery on the part of some one in the deal and almost always results in litigation. The escrow office insures a square deal for all parties so far as legal procedure is concerned and such process is considered vital in all deals of any moment. The League of Nations is to be the great escrow office of the world, the place where nations can meet, iron out their differences and settle their relationships in orderly fashion.

The Times has rendered a distinct service to its readers by showing two such distinct representations of significant events.

EDITORIAL OBSERVATIONS

Consistency certainly becomes a jewel in some of our school practices. We suspend some thousand or more children for not being vaccinated and then send the truant officer around to chase them back in when the smallpox scare is over.

That the teaching profession is becoming politically important is more and more evident every day. In Los Angeles the superintendent gets a column of newspaper publicity because she has the courage to express her opinion on a state taxation proposition. To offset the possible influence of the teachers' organizations as expressed in their own publication some of the daily papers of Los Angeles carried half-page ads in large type appealing to the teachers to use their influence to defeat the measure proposed. To teacher influence is due no doubt the passage of Amendment 16, and the State Administration can credit the teachers pretty much with the passage of the King bill.

Arthur H. Chamberlain is to be commended for the practical way he sets forth "the urgent financial needs of the California school system as related to teacher-training facilities and the office of County Superintendent of Schools, in the February issue of the Sierra Educational News. The graphs and tables have required a tremendous amount of work and are worthy of careful consideration by all citizens of California.

It was a day of lights and shadows. The teacher had become so engrossed in the teaching of her children that she neglected to send certain data to the office as had been requested by the principal. The principal went to her room and in the midst of a recitation rebuked her severely. All the rest of that morning was sad and gloomy. The teacher had no heart to continue her work. In the afternoon a fellow teacher met her in the hall and commended her for her influence on the children in the school. Before the day was done a parent called and thanked the teacher for what she had done for her child. The children themselves seemed to have sensed the humiliation which their teacher had suffered and were consequently more kind than usual, if such indeed they could be. In fact, it was a day of lights and shadows but the lights dispelled the gloom.

WESTERN SCHOOL NEWS

Superintendent of Public Instruction Will C. Wood, Superintendent Fred M. Hunter, Superintendent Alfred Romovieri, Superintendent Susan Dorsey, Superintendent C. C. Hughes, Superintendent Paul Stewart, Superintendent H. B. Wilson, Superintendent H. C. Johnson and Arthur H. Chamberlain were among the active members of the N. E. A. meet at Atlantic City February 24 to March 1, 1921.

W. O. Smith, formerly principal of the Fresno High School and vice-principal for several years of the Mission High School, was killed by the accidental discharge of his gun while hunting in the hills back of Redwood City. It is reported that he had accumulated a comfortable fortune in some land speculation in Fresno county and was prepared to enjoy life.

The Board of Education of the city of Los Angeles will have to pay J. P. Yoder, the principal of a school there, just $17.50 for a beating Yoder received at the hands of the janitor of the school following a quarrel over a matter of discipline of the janitor's children, according to an award made yesterday by the Industrial Accident Commission.

B. F. Enyeart

The superintendent of Imperial county, California, has a rare opportunity to do progress work, and Mr. Enyeart is improving the opportunity to the limit. Imperial is a new county in a sense that no other county in America is new. No one lived in the Imperial Valley because no one could live there till the Colorado river was broken to harness. Now the valley is probably the most fertile acreage in the United States. And the lateness of its creation is responsible for the residents being among the most progressive and public spirited in America. In nothing does this show more than in public education.

There is not a city in the full sense in the county and yet Brawley pays the high school teacher $4500; Central Union, $4000; Holtville, $3750; El Centro, $4000, and Calexico, $3600. There are eleven salaries above $3000, thirty above $2500 and 264 above $1900. Can any other county match this with a county that has no city with more than thirty-six teachers?—March 3, in N. E. Journal of Education.

The Home and Its Relation to the World is the first of the series of Fairbanks' new Propressive Geographies. It is adapted to the fourth grade. It shows the California home in its various social and commercial relationships to the entire world. It is the first book to be worked out on the problem plan, in so attractive and pedagogical manner. The Outlines of the Continents of Europe, Asia, Africa, North America and South America are now ready, and can be procured from the Harr Wagner Publishing Company.

EDUCATIONAL PHILOSOPHY IN A NUTSHELL

Society cannot insure to every child a good home, a devoted and intelligent mother, and a wise and provident father.

But society can insure to every child a good school and a competent teacher.

This is by all odds the most direct and effective channel through which the forces of social control can operate.

To provide these advantages is by all odds the most serious of social obligations.

Furthermore, by making such provisions now, the proportion of good homes and wise and provident parents will be vastly increased in succeeding generations.

Investment at this point will not only return large dividends in the immediate future; the interest will be compounded at a rate unparalleled by any conceivable form of material investment.—Journal of the National Education Association.

Here's the Foundation Book
For every teacher
For every school
WEBSTER'S NEW INTERNATIONAL DICTIONARY
When questions arise in the history recitation, in your language work, in spelling, or about noted people, places, foreign words, synonyms, pronunciation, new words, flags, state seals, etc., do you suggest that this Supreme Authority is a universal question answerer and contains just the information desired?
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will be conducted at the Rowe School for a period of six weeks in all the branches of the commercial groups of studies.
These courses will be conducted under the direct supervision of H. M. Rowe, Ph.D., of Baltimore, Maryland, with a selected faculty of *Expert Commercial Instructors* whose names will be announced later.
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PHYSICAL TRAINING CREED

County Superintendent Johnson of Union county, New Jersey, has distributed the following physical training creed to all the schools in his county:

1. I believe my body is my house and should be kept clean as long as it is occupied.
2. I believe my muscles should be kept working smoothly by systematic exercise.
3. I believe this training develops the will to make the best of myself and to do greater service for others.
4. I believe daily exercise trains me to feel and to understand the joy in work and play.
5. I believe in athletics, in taking my part in school contests, in courage, fair play and sportsmanship.
6. I believe I am growing in manhood and am preparing myself to be an active, intelligent, useful citizen, ready to take my part and to give the other fellow a "square deal."
7. I believe in playing the game to the end with all my mind, strength and courage.

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PATENTED
For the Sanitary Renovation of School Desks
Makes Old School Desks Look Like NEW!
Thoroughly cleans and renovates—removing all the dirt, gum and grime from the surface, penetrating into every crack and corner, destroying and removing all the dangerous germs, without injuring the wood, the glued joints or the original enamel on the iron frames. The cheapest "HEALTH INSURANCE" you can buy for your pupils.
Over 1,000,000 Desks Cleaned and Refinished by our *"CASMIRE PROCESS"* in the past three years by 1189 cities and towns in the United States, at a cost for material and labor of from 60c to 75c per Desk.
Write today for Free Book—
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HOME OFFICE AND FACTORY: KANSAS CITY, MO.

MR. SWEM JOINS GREGG

Mr. Charles L. Swem, who for the last eight years has been official reporter and personal stenographer to Woodrow Wilson, has joined the forces of the Gregg Publishing Company as managing editor of the Gregg Writer, with headquarters in Chicago.

Mr. Swem's career in the stenographic field reads like a romance. At the age of 16 he developed special ability as a shorthand writer. He had been attending the Rider, Moore & Stewart School, now Rider College, at Trenton, New Jersey, and working during the day. He attracted the attention of Mr. Gregg, who employed him in his New York office. His ambition to become one of the fastest writers of the world spurred him to continue his study of shorthand, and in 1910 he entered the national shorthand contest at Washington, winning second place from some of the best writers in the country. The following year he established a record of 232 words a minute on judge's charge to the jury in the speed contest of the National Shorthand Reporters' Association at Buffalo, defeating former champions and the swiftest writers in the country, many of whom had had from three to seven times his experience. In 1912 he won third place in the championship contest at New York and secured speed certificates from the National Shorthand Reporters' Association for speeds up to 268 words a minute.

It was just before this last contest that he attracted the attention of Mr. Wilson, who was at that time governor of New Jersey, by reporting a speech for him that was so remarkable in its accuracy that Mr. Wilson, upon being nominated to the presidency, offered him a position to report his campaign addresses. When Mr. Wilson was elected, Mr. Swem was offered the position of official reporter and personal stenographer. Mr. Swem entered upon his important work at the White House the day before he was 21 years of age. It does not require a brilliant imagination to picture the interesting position he occupied at Mr. Wilson's side during the most dramatic period in the history of the world. He was in the charmed inner circle, and his part in it is evidenced by the notebooks he has containing more than 10,000,000 words dictated by the President. Through the medium of Swem's shorthand the President's orders, his addresses, his state papers, reached the public. Mr. Swem traveled more than 150,000 miles with President Wilson, accompanied him on both his trips to the Peace Conference, and reported the Peace Conference for Mr. Wilson.

After the United States entered the war Mr. Swem constantly besieged the President to allow him to resign and enter active service. His persistency finally secured the President's assent, though the President told him that he was far more valuable doing the work he was doing than he would be as a fighting man. But the romance of flying had caught Swem's interest. He entered the training school at Princeton University, and was later transferred to the flying field in California. It was while he was there that the armistice was signed. As soon as the President decided to go to the Peace Conference he ordered Swem to report for duty again, and Swem had just time enough to get across the continent and join the President's staff on board the George Washington.

Contact with Mr. Wilson's diction was sure to develop an interest in literature. Soon after Mr. Swem went to Washington he began a course in a university and specialized in English, English literature and French. He continued his study throughout the time he was in Washington, reading widely, and becoming a contributor to magazines. The opportunity for literary work came to Mr. Swem when Mr. Gregg offered him the position as editor and business manager of the Gregg Writer, although he was equally sought by many others. Mr. Wilson was anxious to retain him. But Swem wanted a field of wider opportunity, where his conductive abilities could be utilized.

Mr. Swem brings to the Gregg writer splendid abilities for the position. He knows what it is to become an expert shorthand writer. He knows what is required of a secretary. He knows how to write interestingly, and he brings a fund of experience that will be of immeasurable value to the readers of the magazine.

Interior Decorating—Its Principles and Practice. By Frank Alvah Parsons. Illustrated. Garden City, N. Y. Doubleday, Page & Co. $5.00.

This is a very excellent book on interior decoration by one of the foremost authorities on the subject in America very ably and interestingly handled. It is well illustrated from sketches and photographs of good, bad and medium interiors, with the author's comments and criticisms on each. The book is in three sections, the first part being an appeal for true art in interior decoration together with a very competent and clear expression of art principles and their application to interiors. Under this head are included the principles of color, line and form; harmony, balance and unity of arrangement and their use in interiors. The second part deals with historic art periods, such as the Renaissance, the Tudor, the Queen time, etc. Mr. Parsons treats these broadly from the standpoint of the interior decorator, explaining the fundamental conditions and racial ideals responsible for their growth, showing the chief characteristics of each as expressed in furniture and architecture, and telling how and when period furniture may be adapted to modern interiors.

Part 3 considers the modern house and the problem of how to go about furnishing it so that it may be fitting and beautiful in itself, and an expression of its owner's personality and ideals. A splendid book for artists and professional decorators, as well as for those intending to build or furnish homes, or to improve those they now live in. Frank Alva Parsons, the author, is at the head of the New York School of Fine Arts. He was one of the principal speakers at the great December convention of teachers in Los Angeles. His sparkling wit, charming personality and sound art philosophy appealed to all.

The Psychology of Dress. By Frank Alvah Parsons, Garden City, N. Y. Illustrated. Doubleday, Page & Co. $5.00.

This book is founded on the fact that clothes are the result of a desire for self-expression as well as a need for covering, and that they reflect not only the wearer's personality, but that of the times as well. With this in mind Mr. Parsons uses fashion as a medium in which to show us the devious thought windings of our interesting brother humans and how the cut of our clothes has been influenced by our politics, our religion, our vanity, or the personal idiosyncrosies of our national leaders. Beginning with the styles of romantic mediaeval Europe, he takes up the various periods in their order, continuing his study down through the Renaissance and the seventeenth, eighteenth and nineteenth centuries and ending with the early part of the twentieth. The book is exceedingly well illustrated, chiefly with reproductions of paintings and prints made by artists contemporary with the styles they depict. It should be very valuable to dress designers of all sorts, whether home or professional, as well as to students of historical costumes and manners, or to those interested merely in studying human fads and foibles for amusement's sake.

The American Defense Society, 1133 Broadway, New York, is sending out a fine program for celebrating the unveiling of a picture of Roosevelt in the public schools. Write to the society for a picture for your school and for program. It will be sent free.

HOME GEOGRAPHY

"The Home and Its Relation to the World," by Harold W. Fairbanks, author of the Fairbanks' New Progressive Geographies, is another departure from the beaten track in school books. It takes the pupil in California and considers, first, his home, then other homes of other kinds in other parts of the state, and passes on to the relation between his home and the homes in other parts of the world. It is the scientific method of proceeding from the known to the unknown by easy stages and simple illustrations, yet applied in such attractive a method the young student may not think that he is studying when reading the book. At the end of the journey he will have traveled all over the world looking at the homes in which the various

California Wild Flower Songs—
Fifteen charming songs for young children, by Leila France; bound in board. Price $1.00. Order from
ELITE MUSIC COMPANY, Los Altos, or from any dealer.

peoples live. The clear and simple text is fortified by numerous photographs and pictures, some of them in color. (San Francisco. Harr Wagner Publishing Company.)

George Douglas in Bulletin, Monday, March 21, 1921.

Pieces for Every Day the Schools Celebrate. By Norma H. Deming and Katherine I. Bemis. Lloyd Adams Nobbe publisher, 31 West 15th street, New York. Price $2.00. 350 pages.

This is the most complete book of its kind published. It is up-to-date, and has in it selection for Roosevelt Day, Red Cross Day, Constitution Day, Mother's Day. There are pages of new material. You need this book in your library.

Patriotic Selections for Reading and Speaking. Edited by Edwin Dubois Shuster and Lloyd Dubois Shuster. 200 pages. Price $1.50.

This selection of prose and poetry is especially timely. We need to teach the broad universal patriotism not of radicals but of literature. Our great writers are not bigots, do not believe in boundry lines, are lovers of liberty in all lands and among all people. These are new and inspiring pieces and the compiler and publisher are to be congratulated.

Edmund Russell, who is lecturing under the J. B. Pond Lyceum Bureau, will be available the coming six-months for dates in California. He would be especially enjoyed as evening lecturer for county institutes. His talks on great women of India, on Rossetti, Morris and Swinburne and our soldier poets would be very delightful and appropriate. Mr. Russell has spent many years in Paris, in London, in India, and in New York and San Francisco. He is a true cosmopolitan. Write for literature about him. Address secretary of Edmund Russell, care Harr Wagner Publishing Company, 1112 Hearst Building, San Francisco.

THE SAN FRANCISCO SCHOOLS

Mayor Rolph can be depended upon to appoint a Board of Education under charter amendment 37 that will put over a big program for the San Francisco schools. The city needs new buildings, additional facilities of all kinds, more teachers, more playgrounds, more supplemental books and an efficient and well organized library service. It will, of course, take some time to secure the efficiency that we have under the present organization, with an efficient Board of Education, competent deputies and a great body of teachers that with few exceptions respond to educational directions and leadership. There is also no city in the West where the teachers have so much initiative in the classroom.

While in theory we believe in equalization of salary, yet under our present competitive system of government we should meet the issue. If the city of San Francisco paid Superintendent Roncovieu $15,000 per year he would be regarded as an educational genius. A man whose impulsiveness would be called inspirational and his intuition on all lines would be regarded as marvelous. We believe, therefore, that San Francisco should pay no matter whether a local man or an Eastern be appointed, a salary equal to that which pay the city engineer, which is $15,000. If San Francisco pays the highest salary in the state, then and not until then will it be on the educational map. A large salary does not stand for merit, but it is the sesame to envious publicity. There are men in the San Francisco School Department, and men in California who could take hold and reorganize the department on a one-man autocratic basis which, of course, is the only interpretation of Amendment 37. We hope that, like Joseph II of Austria, he will be a benevolent autocrat and make a success of 37. He will have a chance, but even in his greatest efficiency he may run up against a democratic spirit that will send him to his Amerongen. In all events, the position with the co-operation of all classes will not be easy to fill with the Public School Defense League always casting its ominous shadow over our schools in its attempt to dominate.

Alice Park of Palo Alto has written and published some excellent leaflets. One is "Stop Wearing out 2,000,000 Children." She will send free copies of it to you, also one on "Stop Whipping the Child" and another on "Abolish the Death Penalty." If you are interested in humane education write to her.

DELANO TEXT BOOK USED BY POLISH ARMY

An American nurse's book, "Elementary Hygiene and Home Care of the Sick," by Miss Jane Delano, has been selected as the first official text book of the Polish Army's Department of Nursing. The book, which was written by Miss Delano a short time before her death and published by P. Blakiston Son & Co., has been translated into Polish by the American Red Cross, whose nursing instructors in Poland have used it in their training classes for nursing aids and home visitors. The Polish government now desires to adopt the book for wide distribution in connection with the development of its public health work and is seeking the translation and production rights.

School Buying

Good judgment in buying means choosing that which is best for the purpose in mind.

Is it suitable, is it good quality (always least expensive in the end) and fair in price?

These questions satisfactorily answered, you are sure of any purchase.

Bank Stock paper, made into blank books for every school use, is suitable for every school use, is suitable for pen or pencil; it is good quality; it is economical in price.

More than this, its neutral tint is restful to the eyes.

Bank stock is made into:

Composition Books
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Scratch Pads
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Send for samples and prices of groups that interest you

Bank Stock
SCHOOL STATIONERY
TRADE MARK

THE MYSELL-ROLLINS BANK NOTE CO.
32 CLAY ST. SAN FRANCISCO
MAKERS

"Let us work with a smile and with the joy of spring in our hearts." So writes Superintendent Chenoweth to his teachers and sends a most excellent arbor and school improvement day bulletin. Here are his general suggestions:

General Suggestions

The above programs are offered by way of suggestions and upon further request material will be sent either by this office or by the Kern County Free Library.

The room and blackboards should be decorated and the children's work on display. While the improvement of the interior of the building is just as important as the improvement of the exterior and should go hand in hand with it, yet in thinking of Arbor Day we always think of the latter. If the school yard is uneven, full of lumps and holes, level it off to a good even surface which slopes slightly

away from the building. Do not plant any trees or shrubs out in the center of the yard, leave this space for the children to play. Have pupils do as much of the work as possible with your help. This is practical education.

The teachers and pupils of many of the schools will attend the wild flower exhibit at the St. Francis Hotel on April 28.

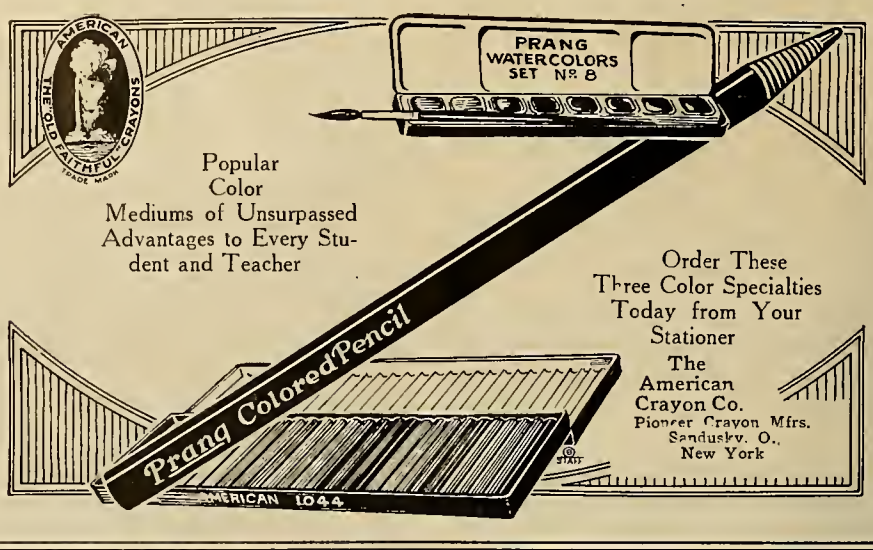
Dr. Lincoln Wirt, the well-known lecturer, has been giving lectures to the San Francisco School Department on the "Land of the Arabian Nights."

Washington, March 2, 1921.—Corporal punishment of school children is "likely to indicate weakness in the teacher," P. P. Claxton, Federal Commissioner of Education, said today in a statement prompted by reports he had received of severe punishments in some schools.

Silent reading was the dominant keynote of all the discussions at the N. E. A. meeting at Atlantic City. On Saturday evening, February 26, the entire program of the general meeting was devoted to silent reading. Over 2500 superintendents heard Dr. Gray of Chicago University, Courtis, Monroe, Judd and others speak on the necessity of teaching silent reading, etc. The subject came up again at various meetings. It seemed to crop out spontaneously not only in general, but in the departmental sessions. So much so that we decided to get out a special circular emphasizing our books and also to the importance given to the subject of silent reading at the N. E. A. convention.

Mr. Warner tells me that Minneapolis has just adopted our silent readers, Lewis & Rowland, and expects to make an initial order of 10,000.

The Silent Reader series, books 4 to 8, inclusive, by Lewis & Rowland, published by the John C. Winston Company, are the only silent readers on the market, therefore, all educators should send to W. Cairnes Harper, Pacific Coast representative, 1009 American National Bank Building, San Francisco, for these books for examination purposes.



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1921 MEETING OF LIBRARIES

As the annual meetings of the association have been held for several successive years in the central and southern part of the state, it is felt that this year the northern part should receive recognition in the choice of a meeting place. It has therefore been decided that the twenty-sixth annual meeting will be held at Tahoe Tavern, Lake Tahoe, June 13 to 15, 1921. The date is chosen with reference to the A. L. A. Conference which will be held at Swampscott, Mass., June 20 to 27, 1921.

In order to keep the expense of attendance as low as possible, the meeting is being limited to three days, with no time allowed for trips, sight-seeing, etc. But the management of the tavern will accord the convention rates to those who desire to reach the tavern in advance of the meeting or who wish to remain afterward up to July 1. A very generous and unusual concession. We hope that you will begin to plan now to attend this meeting. Let us have a representative attendance at Lake Tahoe.—Cornelia Douglas Provines President.

The Russell Sage Foundation, 130 East Twenty-second street, New York City, has issued a very interesting scale for measuring ability in silent reading. Sample copies 5 cents; $1.25 per 100.

The new scale, Picture Supplement, Scale 1, with its accompany monograph, which has just been issued by Dr. May Ayres Burgess of the Department of Education of the Foundation, has been so devised that interest and effort on the part of the children are awakened and sustained without artificial stimulation throughout the testing period. The scale consists of little pictures and paragraphs of instructions about them. The paragraphs are all of equal difficulty. Each paragraph tells the child to make a mark on the picture with his pencil; and the child's score is the number of paragraphs he can read and mark correctly in five minutes. The value of his score, for his grade, is shown in a table at the foot of the scale.

Albert Shields of the Inter-Racial Council, Woolworth Building, New York, is sending out literature for the press on the school as the place for assimilating the immigrant.

Books That Children Will Like

DUNLOP AND JONES' PLAYTIME STORIES

(Just Published)

This book fills a real need in school reading. It is a first year supplementary reader, designed to follow the pupil's first book. The seventeen delightful stories and verses here are all adaptable to dramatization. They are set in large clear type and beautifully illustrated in color.

SILVESTER AND PETER'S HAPPY HOUR STORIES

(Just Published)

The story of how the Giraffe got his long neck, of old Dunk the elephant, of Bobby whose fairy shoes tried to carry him to school and when he wouldn't go, went on without him—all these as well as other stories and verses make this a book little children love. It is for the first and second year of school.

BALDWIN AND LIVENGOOD'S SAILING THE SEAS; or, THE LOG OF TOM DARKE

The autobiography of a country boy who goes to sea and in many ways learns at first hand about the various kinds of ships and shipbuilding since the earliest days. It is an absorbing and exciting story whose climax is reached in the shipbuilding during the Great War and in the fight of a merchant ship with a submarine. The volume is profusely illustrated with line drawings and full-page half-tones.

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C. W. Childs, the noted pioneer educator, formerly president of San Jose State Normal School in the days of its greatest influence, is giving his services free to public schools in illustrated lectures on "Pioneer Days," "Days of Gold," etc.

The Kern County Schoolmasters' Club held a most delightful session at Taft on March 12. Sam Cohn, Superintendent Craig Cunningham and L. E. Chenoweth were the speakers. The high schools, domestic science department served a nine-course dinner. C. C. Hill, vice-president Kern county teachers, "know how."

Anna T. Haley and Pansy Abbott of San Mateo, two of California's brightest and most progressive school teachers, have been at Sacramento working for the new teachers' tenure bill. The bill passed the Assembly and it is believed will become a law.

A GREAT ACHIEVEMENT

Dr. Elwood P. Cubberley, head of the Department of Education at Stanford, has just published, through the Houghton Mifflin Company, "The History of Education," an 850-page volume covering the development of educational practice and progress in the world from a different angle than that of any previous work. Accompanying this book is a companion volume, "Readings in the History of Education," which in 684 pages offers a collection of sources and readings illustrating the development of educational practice, theory, and organization, supplementary to the text of the "History."

The character of Professor Cubberley's new "History" is indicated by the subtitle of the volume, "Educational Practices and Progress Considered as a Phase of the Development and Spread of Western Civilization," and by an excerpt from his preface in which he says:

"I have not tried to prepare another history of educational theories. Of such we already have a sufficient number. Instead, I have tried to prepare a history of the progress and practice and organization of education itself, and to give to such a history its proper setting as a phase of the history of the development and spread of our western civilization. I have especially tried to present such a picture of the rise, struggle for existence, growth, and recent great expansion of the idea of the improvability of the race and the elevation and emancipation of the individual through education as would be most illuminating and useful to students of the subject. To this end I have traced the great forward steps in the emancipation of the intellect of man, and the efforts to perpetuate the progress made through the organization of educational institutions to pass on to others what had been attained. I have also tried to give a proper setting to the great historic forces which have shaped and moulded human progress, and have made the evolution of modern State school systems and the world-wide spread of western civilization both possible and inevitable."

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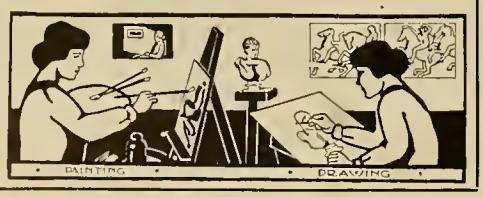

"PLEASE TEACH US HOW TO THINK"

While fancy lulled me in her arms
And brought me to sleep's brink,
I dreamed my pupils said to me:
"Please teach us how to think.

"We are not merely cockatoos
That simply imitate;
God gave us all an intellect
That you can educate.

"We've had too much of mem'ry work
That gives us little thought.
Lead us along those mental paths
With striking problems fraught."

Before I left the land of dreams
That borders on earth's brink,
I vowed unto the Lord above
To teach my class to think.

—Mary Christina Austin in North American Teacher.

Ignorance Breeds Unrest

We are ignoring the rightful claim of every citizen to be prepared for the duties which the State lays upon him. We are debasing the human currency of the Republic. We are laying unbaked bricks in our foundations and building our walls with untempered mortar. We are heaping up at the doors of our own temple piles of tinder and quick-flaming fuel, ready for the torch of the anarchist or the insidious slow-match of the cunning usurper. We are recruiting the sullen armies of ignorant unrest.

For every soul denied the right to grow
Beneath the flag, shall be its secret foe.

But who denies that right? Democracy denies it by neglect and parsimony, by a careless disregard of the crying needs of popular education.—Henry van Dyke, in Scribner's Magazine.

GEOGRAPHY FOR UPPER GRADES

The Topical Outlines of Geography—The New Progressive Geographies Developed According to the Problem Method. By Dr. Harold W. Fairbanks.

Volume 1. North America, about 160 pages. Price $0.60
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The Topical Outlines of Geography are worked out with the idea that to get the pupils to think their geography is of infinitely greater value than to memorize it. The subject is therefore developed according to the Problem Method with relation rather than fact the central thought.

The treatment is adapted to the higher grammar grades, to the Junior high school, and to the teachers' training work in the normal schools.

For the instructor these books are an efficient aid to vital and effective teaching; for the pupil a remarkable developer of enthusiasm.

Each sentiment is studied, first, as made up of "natural regions," since these have played such an important part in its development, and, second, as composed of countries, the extent and characteristics of which depend to a large extent upon the nature of the particular region which each race inhabits.

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TEN other representative schools using it are Alameda, Napa, Marysville, Woodland, Salinas, Santa Cruz, San Luis Obispo, Lodi, Modesto, Dinuba, Fillmore, Santa Monica, and Redlands.

ADOPTIONS by High Schools in other parts of the country include Chicago (for exclusive use), New York (14 high schools), Philadelphia, New Orleans, Toledo and hundreds of other schools, large and small.

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Elementary Home Economics. First lessons in sewing and textiles, foods and cookery, and the care of the house, by Mary Lockwood Matthews of department of economics, Purdue University. Little, Brown & Co., Boston, publishers, 1921. Price $1.40.

This book is intended to cover a complete course in home economics. It does not require a course in general science to understand it. It is intended to cover the entire course on home problems. The book contains 341 pages. There are several hundred illustrations, and is edited in a manner to make it very acceptable as a textbook. This is a book that should find an open field in our progressive California schools.

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To endure success.
To keep on trying.
To be broad-minded.
To forgive and forget.
To profit by mistakes.
To think and then act.
To keep out of the rut.
To make the best of little.
To shoulder deserved blame.
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Reese "Economic Zoology" (1919)
Kingsley "Comparative Anatomy" (1917)
Lochhead "Economic Entomology" (1919)
Folsom "Entomology" (1913)
Davison "Mammalian Anatomy" (Cat) (1918)
Bensley "Anatomy of the Rabbit" (1918)
McMurrich "Embryology" (1920)
Harmon "Laboratory Embryology" (1920)

BOTANY
Gager "Fundamentals of Botany" (1916)
Gager "Laboratory Guide" (1919)
Gager "Evolution and Heredity in Plants" (1920)
Gager and Olive "Agricultural Botany" (1920)
Robbins "Botany of Crop Plants" (1917)
Palladin - Livingston "Plant Physiology" (1918)
Harshberger "Plant Mycology and Pathology" (1917)
Harshberger "Pastoral and Agricultural Botany" (1920)
Stevens "Plant Anatomy" (1916)

CHEMISTRY
Bailey "Food Chemistry" (1914)
Bailey "Laboratory Experiments in Food" (1915)
Bailey and Cady "Qualitative Analysis" (1916)
Clowes and Coleman "Qualitative Analysis" (1918)
Tower "Qualitative Analysis" (1915)
Hawk "Physiological Chemistry" (1918)
Molinari "Industrial Chemistry" Inorganic, (2nd Ed., 1920)
Molinari "Industrial Chemistry", Organic (1920)
Smith "Electro-Analysis" (1918)
Stoddard "Organic Chemistry" (1918)
Cook "Laboratory Experiments in Organic Chemistry" (2nd Ed., 1920)
Wiley "Foods and Their Adulteration" (1917)
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MATHEMATICS
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GENERAL SCIENCE
Brownell "General Science" (1918)
Clute "Experimental General Science" (1917)

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Tower, Smith, Turton and Cope "Physics" (1920)
Ahrens, Harley and Burns "Practical Physics" (1917)
Duff "Textbook of Physics" (1916)
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WESTERN SCHOOL NOTES

April 26 is the date tentatively fixed by Superintendent W. J. Cagney for a gala day in the schools of the county, when pupils, teachers, parents and others interested in every district in the county will assemble at seven central points to hold field meets, exhibits, picnics, etc., and to participate in the dedicatory exercises of the six new school buildings recently completed or in course of erection.

On this date Will C. Wood, State Superintendent of Instruction, will visit San Benito county and deliver short addresses at each of the seven gatherings and with Mr. Wood will be Superintendent Cloud of San Mateo county, Superintendent Mignon of Monterey county and Superintendent Davis of Santa Cruz county.

Superintendent Cagney as an institute lecturer and Superintendent of Schools and citizen, has a state-wide reputation for efficiency, and the above is but one of his many effective innovations as Superintendent of Schools of San Benito county.

"Film Lessons," the first educational motion picture and a California achievement, will be installed as a part of the regular course of study in the leading schools throughout the state by the beginning of the next school year, according to announcement made here by the California Council of Education.

Fred M. Hunter, Superintendent of the Oakland Public Schools, has the distinction of being the first prominent educator to adopt education films as a part of a regular school program. His announcement to the educational world concerning the adoption of school films is taken by many educators to ean that motion picture school lessons have "arrived."

Among the authors of the various lessons are John Collier, New York author; Professor Thomas H. Reed of the University of California; Justice Curtis Wilbur; Frederick Littleton of the bureau of naturalization; C. A. Stebbins of the U. S. Bureau of Education and Arthur H. Chamberlain, educational director American Society for Thrift.

"Film Lessons" are the product of the California studios of the F. S. Wythe Pictures Corporation.

Margaret S. McNaught, Commissioner of Elementary Schools, has issued a brief but very interesting report for July 1, 1918 to July 1, 1920. The report touches on increased support for elementary schools, teacher shortage, consolidation of schools, the conduction of teacher's institute, a growing appreciation of music and art, adjustment of the curriculum, the learning process, the project plan, text books, teacher's organizations, teacher training. The report is quite remarkable for its brevity. The subjects are treated in an adequate manner and the report will prove much less expensive and more serviceable than the long verbose reports that are the rule and not the exception in public documents.

Superintendent T. S. MacQuiddy of Watsonville, has been seriously ill and it is to be hoped that he is now convalescing at the home of relatives in Sonoma county. He is one of the most efficient and popular superintendents in the state and his serious illness is greatly regretted.

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First Grade:

New Beacon Primer (published 1921, most attractively illustrated, New Century Type, more content material).
Barnes and Lane: An Easy Primer (published 1921 and planned for use with the Beacon Primer).
The Field Primer (published 1921—a beautiful content primer, correlates with Beacon Method).
The Browne Readers—Books One and Two.
Young and Field: Literary Readers—Book One.
Beacon First Reader.

Second Grade:

Beacon First Reader.
Beacon Second Reader.
The Browne Readers—Book Three.
Young and Field: Literary Reader—Book Two.

Third Grade:

Beacon Third Reader.
Young and Field: Literary Reader—Book Three.
New American Reader—Book Three.

Fourth Grade:

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Young and Field: Literary Reader—Book Four.
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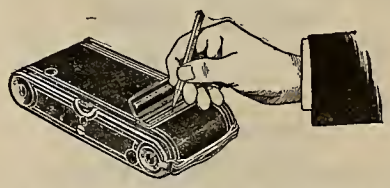
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Vol. XXVII. No. 4 SAN FRANCISCO, APRIL, 1921 Price, 15 cts.

MEETINGS

Bay Section the California Teachers, Association; W. T. Helms, Richmond, Cal., President; W. L. Glascock, Secretary.

Northern California Teachers' Association, Ella McCleary, President, Sacramento, Cal.; Mrs. Minnie O'Neil, Secretary.

Central California Teachers' Association.

Southern California Teachers' Association, Merton E. Hill, President, Ontario; Dr. E. A. Wilson, Secretary, Los Angeles.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs. Mrs. M. R. O'Neil, Sacramento, Cal., President; Mrs. I. M. C. Smith, Sacramento, Cal., Secretary.

Central Coast Section the California Teachers' Association; R. L. Bird, San Luis Obispo, President; G. A. Bond, Santa Cruz, Secretary.

California Education Officers, Sacramento, Cal., Hon. Will C. Wood, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Albert C. Olney, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Stanley B. Wilson, Mrs. Agnes Ray, George W. Stone; Elizabeth R. Phillips, Porterville.

The Western Journal of Education

HARR WAGNER, Managing Editor.
OFFICIAL DEPARTMENT — Official News and Articles furnished by Will C. Wood and other members of the State Department of Education.
ALICE ROSE POWER, School Director, City and County of San Francisco, San Francisco, Associate Editor.
HERBERT F. CLARK, Editor for Southern California.

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HIGH SPOTS IN THE SAN FRANCISCO SCHOOL SYSTEM

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(2) The first city in the West to pay teachers twelve months in the year.

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(4) Preference given to grade teachers, in promotion to principalships, who have served faithfully and efficiently in the department.

(5) One or more teachers on the Board of Education who are in sympathy with the children, the teachers, and who have an actual knowledge of school-rom needs.

(6) A representative of the San Francisco teachers' organization, invited to sit with the Board of Education at all of its meetings.

(7) The San Francisco teachers were the first to take the initiative for the flat rate retirement salary, now in a law and in successful operation in California.

(8) A Mutual Benefit Association with a large amount of cash in the treasury.

(9) Courses of study arranged and planned by committees of teachers, the course of study in geography commended by geography teachers in all parts of the country, for it's "the one time over" method, and Dr. H. W. Fairbanks Problem Method worked out on a practical teaching basis.

(10) More emphasis placed on reading, writing, spelling, arithmetic, geography and history than is usual in the modern schools; therefore efficient teaching of the essentials.

THE DEPARTMENT MAINTAINS

(1) Kindergarten, elementary, intermediate and high schools, day and evening, parental schools, opportunity schools, open air schools, classes for retarded children, vacation schools.

(2) Special departments, art, music, oral deaf, speech correction—a typical children, physical education and playground work, and classes in children's hospital, in detention home, citizenship, and

(3) Part time and vocational schools.

(4) San Francisco's Thrift Savings organized in 1911, and the children now have on deposit in Bank of Italy $782,500.53, representing the savings of 24,995 children. No other city in the world can make such a showing.

(5) A building and equipment program that will add to our present investment about ten million and will give us a new and modern plant that will place San Francisco in the front rank in equipment, and material foundation. San Francisco's professional spirit in teaching capacity, in high ideals, in actual school-room, has always taken high rank.

EDITORIAL NOTES

Supervised study is the next important drive. It is one of the most progressive steps yet proposed. The student who can be taught to study so that knowledge can be gained on the pupil's own initiative will make for self-reliance, independent thinking and mastery of book knowledge. The lecture method of the university has but a small place in our elementary and high schools.

The ownership of a text book to a child has the influence that the ownership of a home has to our social life. It is to be hoped that teachers and officials will encourage the children to own a few books.

Margaret S. McNaught in her biennial report takes a swat at institute instructors or lecturers that puts most of our institute lectures in the discard. The commissioner says: "The time is past for teachers in institutes to sit passively and be addressed. That method is unpedagogic, undemocratic and unendurable." We wonder who the elementary commissioner is hitting at. The "class room" type of institute has a number of good points, the same as the inspirational one. The fault is not in the system altogether. A good classroom institute may be spoiled by a poor teacher, just as an inspirational institute may be made very tiresome by the instructor without the ability to get across with his message. The teachers' institute is a problem that we will always have with us. And the "Teacher Helper" will never take place of such men as Mark Keppel, Will C. Wood, Roy Cloud, H. B. Wilson, L. E. Chenoweth, W. J. Cagney, A. E. Winship, W. C. Bagley, Stanley B. Wilson and others who, during the past few years have given practical and inspirational talks that put pep and enthusiasm into teachers who after twenty or twenty-five years of being taught want an opportunity to teach on their own initiative.

A CALL TO YOUNG MEN

By David Starr Jordan

Your first duty in life is toward your afterself. So live that your afterself—the man you ought to be—may in his time be possible and actual.

Far away in the years he is waiting his turn. His body, his brain, his soul, are in your boyish hands. He cannot help himself.

What will you leave for him?

Will it be a brain unspoiled by lust or dissipation; a mind trained to think and act; a nervous system true as a dial in its response to the truth about you? Will you, Boy, let him come as a man among men in his time?

Or will you throw away his inheritance before he has had the chance to touch it? Will you turn over to him a brain distorted, a mind diseased; a will untrained to action; a spinal cord grown through and through with the devil grass we call wild oats?

Will you let him come, taking your place, gaining through your experience, happy in your friendships, hallowed through your joys, building on them his own?

Or will you fling it all away, decreeing, wanton-like, that the man you might have been shall never be?

This is your problem in life—the problem vastly more important to you than any or all others. How will you meet it, as a man or as a fool? It is your problem today and every day, and the hour of your decision is the crisis in your destiny!

JOTTINGS OF A TRAVELING BOOKMAN

By W. M. Culp

During this period of readjustment of the economic conditions of the country, in which a falling market has thrown thousands of men and women out of work, has shut down factories, has depreciated the value of farm products to the producer to almost a negligible amount, has made the question of taxation a paramount issue in village, city and State, one can be hardly surprised that questionings are beginning to arise concerning expenditures for teachers and educational institutions.

It is farcical to some extent to realize that the teaching profession, that last received a partial benefit from the era of prosperity that the nation has just passed through, should be among the first to be attacked. It took a nation-wide campaign of publicity to bring a moderate reward to those who are the makers or breakers of our civilization. It was a step forward to making the teaching profession a worthwhile career for energetic young men and women.

And now murmurings are commencing. And why? One reason perhaps is that the schools are so closely related to the life of the several communities that the personal feelings of three or five trustees can be quickly felt in the administering of school affairs. Amendment 16 has passed. It has supplied a minimum amount for support for schools and teachers. The danger at present is that it will become the maximum.

When a taxpayers' association tries to pass resolutions advocating the closing of schools for one year it is somewhat less than conservative in its action. These outbursts are sporadic. The danger lies in the contagious influences.

On the other side is a brighter future, with communities voting bonds for better school buildings and determining to keep their educational systems at their highest efficiency.

Robert L. Bird, superintendent of schools of San Luis Obispo county, has succeeded in establishing another high school district. He has taken eleven districts and formed the Coast Union High school. The school district runs some fifty miles along the coast and has an approximate assessed valuation of $3,000,000. At present there are two branches, one at Cambria and the other at Cayucos, instructing some fifty pupils.

Mrs. Blanche T. Reynolds, superintendent of Ventura county schools, and Miss Julia Steffa, county librarian, recently took quite a trip to visit schools in Cuyama Valley, which is about fifty miles north of Ventura. In order to reach the valley they had to travel a circuit through Los Angeles, Kern, San Luis Obispo and Santa Barbara counties in order to get to the Quiotal and Homestead joint school districts.

F. F. Martin, superintendent of San Diego county schools, is forcing the unionization of elementary school districts wherever possible.

R. B. Haydock, district superintendent of Oxnard schools, is the geography expert of Ventura county.

Arthur S. Pope, superintendent of Santa Barbara county schools, presented to the committee who had charge of the Apportionment Bill dealing with the funds made available by Amendment 16, a very exhaustive treatise of its effect on city and county schools.

Miss Lillian P. Williams, principal of the Lompoc High school, carried on an educative campaign for the voting of bonds for a new unit to their high school plant.

W. C. Conrad, district superintendent of Santa Maria schools, is very much interested in a strong teacher organization for San Luis Obispo county.

Mrs. Phoebe B. Erkens, principal of the Mill Street school, Santa Maria, is a member of the San Luis Obispo County Board of Education.

A. W. Ray, principal of the Santa Clara Grammar school, is always out in the thick of the fight for the betterment of Santa Clara's school system.

H. P. Short, superintendent of Oroville schools, this year has succeeded in putting in departmental work and midyear promotion. Mr. Short has charge of the program for the social center meetings every Friday evening at the grammar school auditorium. They have come to be a community event.

Miss Flo A. Gantz, San Luis Obispo county librarian, has moved her library downtown to a more central location.

Miss Anne Hadden, Monterey county librarian, is planning a delightful month's vacation at Dutch Flat, in the Sierras.

Miss Louise Mignon, Monterey county superintendent of schools, is learning the joys of being a pilot to a motor car over the environs of her county.

Arthur Walter, superintendent of Salinas schools, has made a very complete study of the financial support of Monterey county schools.

The Salinas High school, of which E. L. Van Dellen is principal, has moved into its beautiful $400,000 building.

Mr. A. E. Monteith, supervising principal of Redwood Grammar schools, is planning for extensive improvements in his schools next year.

Mr. G. W. Hall, supervising principal of San Mateo schools, is an interesting talker on politics when he gets started.

Mr. H. E. P. Ruggles, supervising principal of Burlingame schools, has had a most successful term in the administration of the city's school affairs. Mr. Ruggles' ability is bound to place him in a larger position in the near future.

Miss Mamie B. Lang, superintendent of schools of Tehama county, has accomplished much in her county. Several district schools have been started without any special tax upon the districts. School buildings from lapsed districts have been moved in and the school has started up in full running order. Miss Long has several meetings of her teachers during the year at Red Bluff. The meetings occur on Saturdays. At these meetings instructions are given, circulars are handed out and much business that ordinarily would have to be done by correspondence is accomplished.

Miss Elizabeth Stevens has taken charge of the Tehama county free library at Red Bluff.

Miss Estella De Ford, Napa county librarian, is finding her work in Napa county most delightful.

Miss Edna Holroyd, county librarian of San Mateo, finds Redwood City somewhat of a change from Tuolumne county.

B. Y. Enyeart, Imperial county superintendent of schools, and A. P. Shibley, city superintendent of El Centro schools, are making plans for the trustees' convention May 3. Stanley B. Wilson, Los Angeles member of the State Board of Education, will address the meeting.

J. L. House, principal of El Centro High school, is planning for a junior college for next year.

Miss Florence A. Dunham of the Magnolia Union school, Imperial county, runs one of the best rural schools in the country. She is one of the highest paid rural school teachers in the United States.

B. M. Gruwell, principal of the Holtville Grammar school, has built up an admirable reputation in his community during his ten years of service.

Fred A. Boyer, supervising principal of Coronado Grammar schools, is finishing a year filled with real accomplishment.

Percy R. Davis, supervising principal of National City schools, is rushing the work for the new high school building. Expectations are that it will be ready for occupancy next term.

Arnold A. Bowhay is making a success as principal of the Santa Maria high school. The $400,000 bond issue for a new high school building has been sold at a $17,000 premium. Construction of the new building will commence in the near future.

Henry C. Johnson, superintendent of San Diego schools, is rushing the construction of school buildings with funds made available by last year's bond election.

Pete W. Ross, principal of the Washington school, San Diego, has charge of one of the best elementary school buildings in the State.

E. C. Tilton, principal of the Lincoln school, San Diego, has charge of the revision of the geography course of study.

W. L. Nida, principal of the Florence school, San Diego, has several manuscripts for school texts ready for publication.

Frank Y. Van Valin is principal of the Grant school, San Diego, one of the newer schools that is rapidly growing in size.

BILL'S MISTAKE*—A STORY OF THE CALIFORNIA REDWOODS

There will be published by the Harr Wagner Publishing Company early in May an interesting story of a group of young people in the environment of Santa Cruz. The story will be of especial value on accounut of its accurate and vivid description of the locality in the vicinity of Santa Cruz. The story is clean, idealistic and interesting. The publisher requested the author of the book to write an account of himself, and the story, and this is what he wrote.

* Send for copy to Harr Wagner Publishing Company, 1112 Hearst Bldg. Bound in cloth, price $1.50.

I, Robert Gale Barson, was born April 2, 1883, in Santa Cruz, Cal., my present home. My father, Fred Barson, now deceased, was born in England, having come to this country when a lad. My mother, Mary Ellen Archibald, was a native of Nova Scotia. I am the youngest of four sisters and four brothers.

My parents lived for half a century in this, our present home. We own thirty acres, situated in the heart of Santa Cruz City on the east bend of the San Lorenzo River, near the beach. Our home is a resort known as the Riverside Hotel; and we have entertained visitors from all over America.

My sisters have principally superintended the hotel while my brothers and I have done the farm work. We have a pear orchard that is quite famous, and each season ship from six to ten carloads of fruit to Eastern markets. We have our own cows, pigs and chickens. We grow garden truck, fruits of all kinds and berries. Our garden, covering several acres, is one of the beauty spots of our city and displays many beautiful blooms in their season, besides the trees and shrubs. I am particularly fond of choice roses and dahlias, having produced many new and beautiful varieties of the latter.

I have graduated from the city schools—grammar and high. I later took a commercial course in a private school.

We all love our home, city and environment. We are great lovers of nature. Our greatest pleasure is to take rides in our automobile over our scenic drives—mountain and seashore.

One of my principal objects in writing was my great desire to tell others of our wonderful attractions, our equable climate, our prospects and possibilities, all of which seems so sadly neglected.

I cannot say that I have a direct taste for literary compositions. I have always loved good, clean stories written for the happiness and betterment of mankind. It is such that I hoped to do when I began "Bill's Mistake," my first attempt at story-writing—a slean, simple tale that would appeal to a wide scope of people and all ages, meanwhile telling them of the wonders of Santa Cruz.

Later attempts have brought forth which are in complete manuscript form: "The Favorite Nephew," a story of the Santa Cruz Casino; "The Fatal Apple," a story of the Pajaro Valley; and "There's Many a Slip," a story of San Francisco, Brookdale and the State Redwood Park. These are all stories directly pertaining to our own locality.

These are my stories. I have enjoyed them and would like them to make others happy as they have done me.

I call them Nature Stories. They have come to me out of the great unknown, composed, as I believe, by nature. I have received them much as a wireless apparatus receives its messages out of the air. Flashed through my brain in only a few minutes' time, it has been my task to write them.

So it is my greatest wish that they may do good, in their turn, hoping to boost my own locality and my neighbors.

MAKE MEN
By Edwin Markham

We are blind until we see
  That, in the human plan,
Nothing is worth the making if
  It does not make the man.

Why build these cities glorious
  If man unbuilded goes?
In vain we build the world unless
  The builder also grows.

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Freehand Drawing and Perspective
Furniture Design
Graphic Design and Lettering
Home Architecture
Instrumental Drawing
Interior Decoration
Jewelry
Life Drawing and Painting
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A BUSINESS PROBLEM PAPER

I discussed financial affairs and banking recently with a cashier of one of our large banks. He said: "Every day we are compelled to give information and to make explanations on business affairs that all graduates of a grammar school ought to know." Even many high school graduates and some teachers are unacquainted with the forms and customs of everyday business transactions. I offer a few suggestions and questions for teachers to use in self examinations and in giving business instruction to students.

Money and Currency.—Define money and currency and state functions of each. Why has gold been adopted as a standard of valuation and a medium of exchange? What, how and why are other metals used? Name the various coins minted in the United States. What is the metallic composition of those coins? Why alloyed? How are coins made and what precautions to lessen the effects of abrasion and to prevent counterfeiting? How may you detect a bad coin? Penalty for passing counterfeit coin? How does the United States obtain gold and silver bullion? Is all of it minted? Where deposited and how used? Name the various kinds of business papers which may be used as currency. Why used instead of coin? Comparative amount of coin that should be in bank vaults to insure the face value of their outstanding business paper? Compare currency of United States with currency of foreign nations and state why there is a difference in valuation. Difference between greenbacks and bank bills and why greenbacks fluctuated in value at various periods during our Civil War?

Banks.—Defiine and state functions of Federal Reserve, National, State, Commercial, Savings, Trust, Land-loan, Clearing-house Banks. What is meant by Assets and Liabilities of banks and why are these two statements equal in the total of a balance sheet? What is a bank failure and why? Name the managing and the clerical officers of a bank and state their duties. How are banks guarded against burglars and other robbers? What protection given to depositors and bondholders by National and State governments? When a bank fails how are its affairs adjusted? What knowledge have you of foreign banking systems?

Notes.—Define, write a promissory note due in two years from date, for $300 with interest at six per cent per annum. Indorse it and sell it to a bank six months after its date, at seven per cent discount. Make out a deposit slip for the proceeds and give it to the teller. What should the teller give you? Define joint, point and several, collateral, negotiable, non-negotiable notes. How to indorse a note, the different kinds of indorsements and effect of each kind? Explain the terms—payable to order, payable to bearer. Write a due bill and state when and why used.

Checks, Drafts, Bills of Exchange: Define each state, why, how and when issued. Define letters of credit, travelers' checks, and certified checks and state functions. Suppose you owe Harry C. Ives sixty dollars and twenty-five cents. Write a check in his favor for this amount. Write one for yourself for twenty-five dollars. A properly prepared check should be written in ink, easily understood, and safeguarded against alterations and forgery. Examine your checks to ascertain wether they fulfill these requirements. If the words in the check designating the amount and the marginal figures differ, which will be accepted? What about your signature? Why writing "payable to cash" is imprudent? What is a deposit slip and when and how used? How and why to make careful entries on the check stub?

Define foreign and inland bills of exchange and state how and when used. Define time and sight drafts. Why used instead of checks? Explain an acceptance. State and explain the financial difficulties in negotiating exchange between the United States and foreign countries today. How and why the present financial conditions in Europe injuriously affect all the people of the United States? Can you suggest how we may assist in partially relieving this financial distress? What is meant by "balance of trade" and does it affect exchange rates?

Bonds and Stocks.—Define each and state functions. State the difference between preferred and common stocks. By whom and why bonds and stocks are issued? Which are usually the safer investment and why? What are dividends and assessments? What is meant by investing, speculating and gambling in stocks? The United States has loaned various nations of Europe about ten billion dollars. What securities are held by the United States for these debts and probable value? What are Liberty Bonds and why at a discount now? What are coupons and how used?

Don'ts.—Don't forget that your signature on a check should correspond with that on file at the bank, and that you must indorse a check exactly as your name appears on the face of the check.

Don't alter a check. If an error has been made, write a new check. **Don't** cash checks for strangers. **Don't** indorse a note unless you are willing to pay it. **Don't** forget that a "checking account" keeps a complete record of your payments. **Don't** forget to compare your returned checks and your check stubs with the statement which you get each month from the bank. **Don't** forget to consult your banker in regard to the value of bonds and stocks that you wish to buy. **Don't** forget that thrift and economy in youth help very much to insure a pleasant, peaceful and profitable old age. **Don't** forget, if you have property, that usually you are a stockholder in city, county and State corporations. Your taxes are assessments. What are your dividends, when and how do you get them? What ought you to do to lessen assessments and to increase dividends?

Don't forget that industrial workers and farmers in the United States lose about one hundred million dollars each year because they are ignorant of and careless in applying the business knowledge which a careful study of most of these questions and suggestions would impart.

Some elementary books on money and banking: Money and the Mechanism of Exchange, Jevons, Appleton & Co.; The Modern Bank, Fiske, Appleton & Co.; Money and Banking, White, Ginn & Co.; Practical Banking, Wolfe, La Salle Extension University, Chicago; Bonds and Stocks, Babson, Babson Statistical Organization, Wellsley Hills, Mass.; Mr. Brown's Experience, Guarantee Trust Co., New York; and Investment Safeguards, Ames, Emerich & Co., two small instructive books, Chicago.

C. W. CHILDS.

SUMMER SESSION

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FOR TEACHERS

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TWO TERMS

June 27 to August 5.....6 weeks

August 8 to Sept. 2.....4 weeks

Bulletin and daily program ready April 15

Mark Keppel

Rarely does an educator have as great an opportunity as came to Mark Keppel, superintendent of Los Angeles County, as chairman of the educational forces that successfully put across the campaign that, by a majority of more than 200,000, provided a constitutional amendment which gives the common schools of California $13,000,000 for the biennium. Of course the chairmanship came to Mr. Keppel because he had demonstrated marvelous skill in leadership of the public. He is brainy in solving problems, masterful in strategy, heroic in action, and always has the confidence of the public.—New England Journal of Education.

The Hillsborough School News, issued each month by the pupils of the school, is filled with news articles, poems, stories and comments that are bright, witty and show culture. The principal of the school, Mr. Crane, is making a splendid record as principal of Hillsborough school, located in San Mateo County, in the finest residential district in the State of California.

THE TEACHERS' ASSOCIATION OF SAN FRANCISCO—REPORT OF PROCEEDINGS

The regular monthly meeting of the Governing Council of the Teachers' Association of San Francisco was held in the Auditorium of the Redding School, Monday, March 14, 1921, Mrs. Marjorie Stuart presiding.

Mr. T. H. Rhodes, chairman of the Salaries Committee of the Principals' Club, was granted the privilege of the floor to speak upon the increase of salaries of principals. He stated that they had not pressed their claims a year ago when the general salary increase was granted.

It was decided that the president of the association with a committee of principals appear before the Board of Education to request an increase of principals' salaries.

The president stated that she has been unable to announce the standing committees for the current year, as the chairmen of the 1920 committees have not yet sent in the names of those who have been chosen by lot to retain their memberships for 1921, this being a provision of the constitution, which the chairman declared had proved to be a piece of cumbersome machinery which should be repealed.

Mrs. Stuart announced that the sum of $39.30 had been donated to the loan fund by the officers and members of Council No. 14, which has disbanded.

A vote of thanks was tendered to the Council for its generous act.

Miss Cotrel reported that she has been attending the meetings of the Better Films Committee, which, while not backing the Censor Bill before the Legislature, is aiming to establish a Board of Review which will pass upon all pictures.

Miss Peckham chairman of the Luncheon Committee, reported that a luncheon by the Teachers' Association has been arranged for Saturday, April 2, 1921, at half past twelve o'clock at the Palace Hotel, at $1.50 per plate.

Communications were received from:

(1) The B. B. Campaign Committee, acknowledging the association's endorsement.

(2) Salt Lake Teachers' Association, in reference to contracts of teachers.

(3) Kansas City Teachers' Association, in reference to hospital service for members.

(4) Rochester Teachers' Association, in reference to sick and hospital benefits for teachers.

A resolution, endorsing the splendid work of the Evening School System of San Francisco and the educational and moral value of these schools to the youth of our city, and deprecating any legislation which will operate to their injury, was unanimously adopted.

Mrs. Ostrom, of the Legislative Committee, gave a resume of the work accomplished by her, by Miss Carroll and Miss Hunt at Sacramento in the interests of the Tenure Bill.

Miss Bray, of the Annuity Committee, reported that the actuary is working upon the histories of the teachers of the State, and will report result in the near future.

It is proposed that teachers pay into the annuity fund the sum of one dollar per month for the first ten years of teaching, two dollars per month the second ten years, and three dollars per month the third ten years. It is hoped to raise the annuity to $720 per annum.

The association is backing Senate Bill Number 5, Assembly Bill Number 378, referring to tenure of office for teachers, and Senate Bill Number 454, the "Retirement Bill."

Bills for salaries, printing, stamps, stationery, current expenses for the month, amounting to $54.55, were ordered paid.

The treasurer, Mrs. Mabel A. Sykes, reported: Balance on hand March 14, 1921: General fund, $211.54; legislative fund, $75.31; campaign fund, $37.43.

Respectfully submitted.

Frances A. C. Mooney, Secretary.

Dr. Ernest B. Hoag, the well known pioneer in school hygiene and health, is now connected with the Honolulu schools. He will be one of the lecturers at University Summer Session, Southern Branch of the University of California. He is the author of Health Index for Children.

The University of California will hold its fourth Summer Session in Los Angeles this year from June 20 to July 30. The session will be held at the Southern Branch of the University, 855 North Vermont Avenue.

The conditions of admission and attendance will be those which obtain in all the summer sessions of the University; high school graduates and all persons over twenty-one years of age who are able to profit by the instruction offered will be eligible as students. Residence will count as residence at the University. Credit will be counted toward a degree. The tuition fee will be $20, irrespective of the number of courses taken.

The Bulletin of the Summer Session, containing detailed information regarding the courses, will be published about March 15, and will be sent to those who apply to the office of the Summer Session in Los Angeles, Sixth and Olive Streets, Los Angeles, or to the Dean, 105 California Hall, University of California, Berkeley.

Baldwin M. Woods, Dean of the Summer Session in Los Angeles.

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MOVIES VS. BOOKS IN SCHOOL

By Robert H. Allen

Jefferson School, Stockton, Cal.

A great many times lately these questions have been asked and have been variously answered.

Is it possible for a school to own a movie? If so, how may it be obtained?

Are there proper films for school use to be had? How could these be paid for? What is the general result on school work? What effect has it on the community? Do patrons give it their support?

Having had about two years experience in that line I would like to offer my findings.

In purchasing an outfit to be used in the schools it is well to take a little time and look the field over. This may save some time later on.

It is possible, I believe, for any school in California to have a movie. There are various ways of getting them. In large schools, entertainments will bring a first payment, or teachers have been known to club in together and buy one. Banks have loaned the money for the purpose, but the easiest way of course is to induce your board of education to get one for you.

We took the method of teachers lending the money, or rather signing a note and the money was borrowed from a bank. This note was paid off in less than ninety days with the machine.

It took a long time to get acquainted with the films and how to get them from the film exchanges. Mr. Mayer of the University of California was of great assistance in helping us get started. We have found that it pays to get good pictures even if the rental is higher. You can get excellent service and a great variety of subjects at the University, but we found that they were mostly advertising, and while being in a measure good, this feature detracted from the work. The films we are now using are travelogues, current news, as well as films of the feature type that have been produced from the best literary works.

To pay the rental and these class-room subjects we have a bi-monthly entertainment for the public which is held in the evening in the school auditorium and a small admission charged.

A popular feature and comedy is secured for this event and a few literary numbers are arranged by classes who take their turn to furnish entertainments which fills in the time between reels while the operator is changing his film.

You will find the result in school work far beyond your fondest dreams if the thing is handled properly.

Almost any travel picture you get will be found material that can be used. We instruct pupils to make notes on physical, industrial, commercial, racial and home geography, nature study, civics, hygiene and sanitation, which will later be used in oral and written composition or English. A great many pictures may be used also in mathematics. Any conscientious teacher can get good results in these subjects besides furnishing interest and amusement. One of the best results is what can be accomplished in the line of discipline with the movie.

The effect on the community around the school is marked. A new interest is awakened and you get parents into your school building that otherwise you would never meet unless Johnnie gets into trouble or has to be helped in his work. Your school house becomes a civic center, a gathering place at stated times when friends meet and in a short time every one is looking forward to "movie night."

We have found this so, but think it unwise to let the people who become interested in the work induce you to have them oftener than every two weeks, for it then takes on the form of a habit that is hard to break.

You will find, as we have, that your patrons will be behind you and it will be one of the pleasantest and easiest way to get the work done. Do not think for a moment that you can discard the book. You must work with all of the tools you are possessed of to get the best results and the movie is just another tool to be placed in the school to further the work.

Your admission entertainments will pay your way. We have paid for our complete movie outfit, including screens and other paraphernalia, besides buying all our athletic equipment and various little extras that the teachers would either have to do without or buy themselves. We now have a snug little bank account and feel that it pays, but it takes co-operation and a square deal from every one, the movie people, film companies, teachers, pupils and parents, and I want to say that that is one of the pleasantest parts of it for me, for I have been given all the best co-operation a person could ask for.

To summarize it, in my opinion, they are the coming thing and I would not be without a movie if it was at all possible to get one. More can be accomplished in a few minutes with a reel of good pictures than a book or teacher can do in a week of hard work. If you don't think so, try it.

WESTERN SCHOOL NEWS

The Los Angeles Board of Education has decided to hold summer schools in fifty-nine elementary schools, three junior high schools, five high schools, and one evening high school. The schools will open July 5th and continue to August 12th.

The teachers of Chico held an institute in the Normal School Auditorium on April 7th. It was an interesting session.

Under the title, "The Crisis," in education, Arthur Walter, city superintendent of Salinas, published a very excellent bulletin on the school finances, under direction of the Monterey Teachers' Club. It is a sane and practical treatment of the situation and applies not only to Monterey, but to every county in the State. Here is his summary:

The important causes of the present educational crisis and the remedies proposed may be briefly summed up as follows:

Causes

1. Inadequate salaries.
2. Poor working and living conditions.
3. Lack of just and equitable salary schedules.
4. Chaotic condition of the curriculum.
5. Non-recognition of the profession of teaching.
6. Discrimination between different parts of the educational system in the matter of support.
7. Evils in the present system of supervision.
8. Unjust discrimination between different "classes" of teachers.
9. Deflection of high school students away from normal schools to colleges by high school teachers and principals.

Remedies

1. Adequate salaries.
2. Improvement of working and living conditions, especially in the elementary schools.
3. Establishment of a salary schedule based upon training and experience, insuring to all teachers in the educational system a just and adequate compensation.
4. Reorganization of the curriculum.
5. Recognition of teaching as a profession.
6. Abolition of the supervisory evils.
7. Fundamental reorganization of the entire educational system based upon efficient and professional principles, and securing to all departments equity and justice.
8. Establishment of teacher training institutions of collegiate rank.

The annual Kern County Grammar Teachers' meet met in Bakersfield on April 22. Superintendent L. E. Chenoweth, who, if he devoted himself as earnestly to the organization and promotion of big financial concerns as he does to the schools, would be worth $25,000 per year. The Bulletin says:

"We want to do everything possible to encourage pupils in good, clean athletic competition and arouse the interest and support of the people as well. Many schools are planning to make a picnic of it and will spread lunch in the shade of the grandstands for all the neighborhood. Get the P. T. A. to take a hand and make a day of it. The trustees should be consulted and urged to help make the day successful. This is strictly school work on a school day and teachers and pupils are expected to be on hand. If teachers do not wish to assist principals for the day, the matter should be referred to this office for proper adjustment."

The San Francisco School Department has made arrangements through the California Industries Association for pupils to visit and study over one hundred of our leading home industries first hand.

Mrs. F. E. Raymond, the Pacific Coast representative of the Gregg Publishing Company, has just returned from a tour of the Northwest, and reports an interesting meeting of the Inland Empire Association. Mrs. Raymond is a very able speaker on business efficiency, business education, and on economic and social conditions. There is an educational crisis in the Northwest. Many of the cities and smaller towns met the war price condition by paying the teachers a bonus, and now have no money to meet the increased de-

mand for adequate salaries, and pressure for new equipment and additional school facilities.

Mrs. Raymond, in an interview, gave a very clear and comprehensive view of the educational crisis in the North. It is fortunate that California with such educational leadership as Will C. Wood, Mark Keppel and others, including the S. F. Board of Education, the salaries of our progressive army of teachers are provided for in our constitution, and with a great program for more money for schools and equipment California will lead the nation.

Aaron Altman, the director of art in the San Francisco School Department, has just returned from a conference with the Art Teachers of California in Los Angeles. Mr. Altman is one of the ablest interpreters of art on the Pacific Coast and he is familiar with all sides, the industrial, the cultural and the art which has back of it the genius of the world. Mr. Altman was for some years a member of the Board of Education, and is splendidly equipped for the great work he is doing.

The San Francisco Teachers' Association gave a luncheon at the Palace Hotel on Saturday, April 9th, that was of unusual interest. There were upwards of five hundred teachers present. Mrs. Marjorie Stuart, the efficient president of the club, presided, and introduced the speaker with an appreciation of time, timeliness and good fellowship. Mrs. Sanborn, the president of the Board of Education; E. B. Bryan of Colgate University, New York; Frank L. Exsward and Mr. Morris of the Assembly, and Senator W. S. Scott, spoke. George Gallagher, ex-president of the Board of Education of San Francisco, was present, and when he arose to speak was given a great ovation.

The California School Masters' Club held its April meeting in the "stuffy" banquet room of the Hotel Whitcomb on April 9th. Arthur Chamberlain presided. Dr. David P. Barrows, E. B. Bryan of Colgate University and Robert Newton Lynch were the speakers. The session was interesting and the club, which is the oldest one in California, is in a flourishing condition.

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"The president of Antioch College is . . . a highly successful reclamation engineer. . . . His plans involve these main points: On a large tract of land . . . the college will set up not only buildings for instruction, but a number of productive shops and factories; the students will be the workers in these industrial plants, devoting half their time to study and half to labor; they will be selected by no academic tests but by the methods President Morgan has used in building up personnel for his engineering enterprises; they will earn their way and help to earn the way of the college as a 'going concern'; they will acquire some skill in a number of mechanical processes and a fundamental understanding of business administration, together with a cultural background for the interpretation of their undertakings; and at the end of a six-year course the college will set them up in business as independent small proprietors.

"President Morgan thinks our industrial life needs decentralization. He believes we need more men who are capable of running their own business, even if the business be not large. He believes in the entrepreneur, though his undertaking be only a machine shop in a small town. And he believes that learning should be coupled with labor, productive power and reflective understanding developed together. He finds small colleges duplicating each other and competing in their effort to 'give courses' in everything, without weaving their institutions into the stream of purposive and creative endeavor which is the main current of the life of youth. He wants Antioch to be different—to be the experiment station of a higher education linked close to the realities of productive effort."

The Harvard Alumni Bulletin

The following excerpt from the last annual report of President Butler of Columbia University is highly significant of the growing demand for a broader cultural background in college education:

"The College Faculty in establishing a special course of reading, to be followed through two years by candidates for general honors, has recorded its conviction that the college graduate may properly be held to some knowledge of the masterpieces in literature, in poetry, in history, in philosophy and in science. The reading list at present given to candidates for the degree of Bachelor of Arts with general honors, includes: Homer, Herodotus, Thucydides, Aeschylus, Sophocles, Euripides, Aristophanes, Plato, Aristotle, Lucretius, Horace, Plutarch, Marcus Aurelius, St. Augustine, The Nibelungenlied, The Song of Roland, St. Thomas Aquinas, Dante, Petrarch, Montaigne, Shakespeare, Cervantes, Francis Bacon, Milton, Moliere, David Hume, Montesquieu, Voltaire, Rousseau, Adam Smith, Lessing, Kant, Schiller, Goethe, Macaulay, Victor Hugo, Hegel, Darwin, Lyell, Tolstoi, Nietzsche.

"This provides a rich feast of reason, and if it is wanting in any respect it is in not sufficiently representing the fine arts, other than poetry, which have in every age been the finest flower of a people's aspiration."

Dr. Robert Bruce Taylor, president of Queen's College, Ontario, said in a recent speech: "Educational efficiency is at its highest point, but it is assuming too much the role of turning out material successes. Is that the only thing necessary for a man to achieve? . . . Unless a man has idealism and poetry he will be badly served when his day is past. Education must not only give him an equipment which can make him feel that feet are on earth, but it must give him other things which keep his head in heaven."

The Division of Industrial Co-operation and Research of the Massachusetts Institute of Technology, more familiarly known as the "Technology Plan," has proved of great benefit both to the Institute and to the industrial world during the first year of its existence. In the twelve months past 204 of the most prominent industries in the country have entered into contract with the Institute, for scientific research and co-operation in the solution of individual problems and needs, the annual retaining fees for such service aggregating over one quarter of a million dollars. The contractors who have availed themselves of this "Plan" have profited by having at their disposition sources of information not otherwise available, while the Institute in turn has been enabled to further research work in many phases of pure science. To meet the objection that this new arrangement would check "pure research," the committee in charge has provided that a certain percentage of all money thus received shall be set aside for research work.

That the "Technology Plan" is arousing interest elsewhere appears in the fact that 125 leading citizens of the State of Georgia recently visited the Institute to study the working of the plan, with a view to establishing it at the Georgia Institute of Technology for the development of the industries of that State.

A study, in the American Oxonian (January, 1921), of the record of the 500 Rhodes scholars appointed from the United States up to date indicates that one-third have gone into teaching, one-fourth into law, one-tenth into business, and about one-third into miscellaneous forms of service—literary occupations. The expectation of government, social, religious, scientific, and the founder of these scholarships, that the Rhodes scholars would largely enter the diplomatic service, or politics in the English sense, has not been realized. The Oxonian calls attention to the fact that the large body of Rhodes men taking up college or university teaching are in a position to exert an even greater influence in American life than would be possible for them in either politics or diplomatic service.

A policy of specialization in providing facilities for the study of geography in its broadest sense with the idea of developing "an institution unique in America and pre-eminent in its special field," will be adopted by Clark University, Worcester, Massachusetts, under its new president, Dr. Wallace W. Atwood. In his inaugural address President Atwood, until recently professor of physiography at Harvard, described the purpose of these plans as the development of "broad-minded, noble and courageous citizens of the world. . . . We have reached the stage in development when our further growth, perhaps our peaceful existence, depends upon our judgment in dealing with the other peoples of the world. During the last few years there has been a great awakening in this country of an interest in geography. I predict that the young men trained in economic and commercial geography will be called to assist in the development of our great manufacturing and trading industries. . . . In addition to the regular collegiate courses we shall offer to teachers, to men entering large business enterprises, especially international trade, to all those who wish to enter consular or diplomatic service, special facilities in the study of geography. It will be our policy to establish and develop a graduate school in geography; a school with a staff of experts who must become familiar with the geography of the different parts of the world, experts who, by means of frequent visits, active correspondence, and constant study of a given portion of this earth, keep up to date in their knowledge of actual conditions in the different countries."

The Harvard Alumni Bulletin says of this development: "The field itself with its intimate connections with history, economics, sociology, anthropology, and the still more closely related national sciences, is of great importance. It is hard to overestimate the value of what may come from President Atwood's labors."

The report of the committee on instruction of the Harvard Faculty of Arts and Sciences, recently made public, states: "The most important educational change at Harvard during recent years has been the establishment, as a requirement for the bachelor's degree, of a general final examination on the student's field of concentration." In 1909-10 the Faculty of Arts and Sciences voted to require each student to concentrate at least six courses in some single field or in related fields of knowledge. In 1912-13 the Division of History, Government and Economics was authorized to "require of all students whose field of concentration lies in this division . . . a special final examination upon each student's field of concentration." The result of this final examination, first given in 1915-16 to 444 men, was very gratifying. Only 6 per cent of the men failed, 17 per cent won distinction, the rest of the class obtaining a pass degree. The verdict of the committee in charge was:

"(a) The examination has secured "concentration" in related subjects.

(b) It has encouraged the mastery of subjects or fields rather than of courses.

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(c) It has given the division a survey of the student's capacity at the end of his college course.
(d) It has provided a more satisfactory method of awarding the degree with distinction."

Beginning with 1921-22, general final examinations on the fields of concentration will be required of all candidates for the bachelor's degree, save in the divisions of mathematics and natural sciences, in which it is considered that any examination upon an advanced course is at the same time an examination on all the work which has preceded.

For the guidance and stimulus of the student in acquiring a body of well-organized knowledge in his field, a Tuotorial System is being installed. The next great issue in question in developing this new policy is indicated in the following significant paragraph: "In this connection the question may well be raised whether all men should receive equal attention from the tutors. That there should be equal opportunities for all until some have shown themselves indifferent or unequal to them is beyond doubt, but when the wills and abilities of men have been well tested, as should ordinarily be the case by the end of the sophomore year, it seems only justice to the willing and able to give them more attention than is bestowed on the men who are content with a pass degree. Of course a chance must be given the repentant laggard to climb into the more deserving, and therefore more favored, group during his last two years. But there is some danger in college work today that we shall give more consideration to the mediocre and lazy student than to the upper third of the class which contains the men who deserve the best training that can be given them and who are to provide the leaders of their time."

Apropos of the foregoing discussion, Professor Showerman of the University of Wisconsin, in discussing the low intellectual standards now too prevalent in undergraduate college life, asks "wether or not the purification of the college atmosphere by the elimination or the subjection of the careless and the unfit will result in the liberation of intellectual energy and the raising of the intellectual level. As conditions now are, what with pursuing the idle and the vicious and waiting upon the dull, we are unwisely and unjustly and undemocratically giving students of intelligence and character much less than is their due."

The American Association of University Professors has appointed a committee on means of increasing intellectual interest among undergraduates, of which Professor Frank Aydelotte, president-elect of Swarthmore College, is chairman.

F. H. MEYER, DIRECTOR

California is fortunate in having a really great art school. The California School of Arts and Crafts, under the direction of F. H. Meyer, has been remarkable in the quality of its finished product. Mr. Meyer has high standards of efficiency. We have known him as a teacher of art in the Stockton public schools, as supervisor of drawing in the Oakland schools, as an institute lecturer, and as the builder and director of the California School of Arts and Crafts. He has given to the State many excellent teachers of drawing. He has given to our industrial institutions many fine experts in free-hand and mechanical drawing. He has given his time, energy and skill unselfishly to the cause of better art in the school. Our institutions, supported by the taxpayers' money, have not any greater or better work than he has done, and with practically no greater cost to the students. His tuition fees have been so low that his work has been in a large measure a contribution to the educational system of the State.

He is now planning for the summer a session for June 20 to July 30, that is complete in every department. Teachers and students should read his announcement in this issue. The school is located at 2119 Allston Way, Berkeley.

The Special Teacher System

Superintendent Arthur Walter

At the present time there is much comment on the subject of special teachers. Elementary as well as high school teachers have become enamored with the idea that the thing most convenient to do in order to escape the present routine of school work is to become a special teacher. Just why we should have any special teachers at all, except in extraordinary cases, in our school system is not altogether clear. True, it is very desirable and necessary that different teachers be qualified in different subjects, but just why those who are qualified in certain subjects should be rated as "special teachers," while those qualified in other subjects are rated as "teachers," is not yet satisfactorily explained. Under the present system the special teachers are considered a favored class. The special teacher idea has developed to such an extent that in many places the regular class room teachers are ranked inferior to the "special teachers." There is plenty of evidence to show that we need special teachers of reading, arithmetic and spelling quite as much as we need teachers of drawing and music. Fundamentally, the work of the teachers of arithmetic, writing, etc., is at least as important as the work of the special teachers. Why then should there be any discrimination?

Another evil that is the outcome of the supervisor and special teacher ideas is the focusing of emphasis upon the so-called special subjects, rather than upon the fundamentals. In fact, there has been developed such a galaxy of side shows that the main three-ring circus of essentials has been largely abandoned. This, to say the least, has not been entirely to the credit of our educational system.

Mr. Leo Cooper, head of the department of dramatics and oral expression in the Fresno High School, will give a course in the above to the teachers attending the forthcoming summer session at the State Normal School at San Diego. This will be the first time a standardized course in dramatics and speech arts will be presented at a normal school. The following is to be the daily routine and studies taught:

Mondays—Control and development of the speaking voice and problems in oral reading.

Tuesdays—Pantomime and stage technique.

Wednesdays—Dramatic expression.

Thursdays—Instruction in rehearsal of plays.

Fridays—Mr. Cooper will give six interpretative readings, with illustrative comments on the dramastracture of same.

Superintendent Alfred Roncovieri recently returned from an educational tour of the Eastern cities, and attended the N. E. A. at Atlantic City. On his return he immediately issued a statement in favor of the election of superintendents by the people as against the appointment by an official or commission. He presented many strong arguments. He sent his statement to the

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members of the legislature at this time on account of a constitutional measure changing the constitution so as to provide for the appointment of the superintendent of public instruction and county superintendent of schools. This Journal has fought for many years against the change, but the majority of our educational leaders have always been for appointment rather than election, and the time seems at hand when the people care very little about voting for any officials except President, governor and mayor. In two-thirds of the counties now the superintendents are elected without opposition and the non-partisan law takes the pep out of the minor county and State offices.

We quit, although we know that the appointive system will not eliminate the bad spots in our school system. In a few years the commission form of government, the beaurecratic system, and expert leadership will be on trial and the taxpayers and non-office holders will step in and reorganize. The sweet hope of America is that we have a safe and sane middle class that will maintain standards of efficiency in government.

Superintendent Jerome Cross of Fresno won a signal victory before the people in the re-election of the present board of education. Superintendent Cross and the board drew upon them the fire of the radical element of the union labor, and the teachers' union, and the contest was a lively one. The San Francisco Teachers' Union, composed of a few members of the department who furnish aid and comfort to the Public School Defense League, gave advice and comfort to the Fresno radicals who met defeat at the polls.

California Publications

We issue the following publications, which are the work of California authors:

The Story of Matka. By David Starr Jordan.
A Decade of American Government in the Philippines. By David P. Barrows.
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Teacher: "Johnny, your mouth is open." "Yes, Teacher, I know it. I opened it."—Cornell Widow.

Teacher: "You've been a naughty boy. You must stay after school." "All right, Miss Jones; if you aren't afraid of the scandal, I'm not!"—Jack Canuck.

Teacher: "Who can tell me what 'unaware' means?" Little Mary: "Unaware is what you put on first and take off last."—Cleveland News.

Teacher: "Where was the Declaration of Independence signed?" Bright Pupil: "At the bottom, mum."—Cincinnati Enquirer.

Teacher: "Do you know the population of New York?" "Not all of them, ma'am; we've only lived here two years."—The American Boy.

Teacher: "Swarms of flies descended upon the Egyptians, but there were no flies on the children of Israel." Smart Boy: "There ain't now, either."—Cleveland News.

Teacher: "Give me a sentence from a dead language." Pupil: "What are you going to have."—Boston Traveler.

Teacher: "Tony, form a sentence using 'disarrange..." Tony: "When my father goes to light the stove, he say, 'Damma dissa range'!"—Washington Times.

Teacher: "Johnny, can you tell me what they raise in Mexico?" Johnny: "I know what you want me to say, ma'am, but maw told me not to talk rough."—American Legion Weekly.

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Alice Rose Power, Miss Louise Bray and Susie Connell attended the Federation of School Women's Club at Fresno, Saturday, April 16. Mrs. O'Neil of Sacramento is the president.

The May number of the Western Journal of Education will be devoted to Geography. The subject of Geography is now being considered by the State Board of Education, and this issue will contain a careful review and statements about geography texts and methods. Of course it will not matter much which of the various excellent books on geography the State Board adopts. The progressive teacher of geography will use Fairbanks Problem Method in order to get away from the memory grind, and the unrelated facts, and the old-time presentation of the geography of the world. Fairbanks Outlines in the hands of the pupils will lead the student to develop the problem not only from other geographies, but from his general reading and study of other books.

There is some important school legislation that is now pending. The Tenure Bill, which gives all teachers permanent tenure in school districts of ten or more teachers, and the increase in the retirement salary to $720 per year, will be appreciated by the teachers. There are other excellent bills, but they have largely to do with administration problems and will not particularly affect teachers.

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- Clowes and Coleman "Qualitative Analysis" (1918)
- Tower "Qualitative Analysis" (1915)
- Hawk "Physiological Chemistry" (1918)
- Molinari "Industrial Chemistry" Inorganic, (2nd Ed., 1920)
- Molinari "Industrial Chemistry", Organic (1920)
- Smith "Electro-Analysis" (1918)
- Stoddard "Organic Chemistry" (1918)
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- Wiley "Foods and Their Adulteration" (1917)
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MATHEMATICS
- Neufeld "Elementary Algebra" (1920)
- Barker "Plane Trigonometry" (1917)
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GENERAL SCIENCE
- Brownell "General Science" (1918)
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PHYSICS
- Tower, Smith, Turton and Cope "Physics" (1920)
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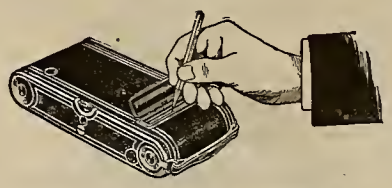
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MEETINGS

Bay Section the California Teachers, Association; W. T. Helms, Richmond, Cal., President; W. L. Glascock, Secretary.

Northern California Teachers' Association, Ella McCleary, President, Sacramento, Cal.; Mrs. Minnie O'Neil, Secretary.

Central California Teachers' Association.

Southern California Teachers' Association, Merton E. Hill, President, Ontario; Dr. E. A. Wilson, Secretary, Los Angeles.

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The Western Journal of Education

HARR WAGNER, Managing Editor.
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A NEW DEFINITION OF GEOGRAPHY

By DR. H. W. FAIRBANKS, Author of Home and Its Relation to the World. 4th Grade, California; 5th Grade, Topical Outlines of Continents; 7th and 8th Grades, Conservation, Western United States, Etc.

It has long been the writer's opinion that the subject of elementary school geography falls far short of accomplishing what it might accomplish—is in fact a practical failure. This he believes to be attributable partly to the obscurity that invests the whole matter of content and partly to the absurdities and inconsistencies involved in the methods of instruction commonly employed.

Present State of Geography

One cannot judge of the real condition of geography instruction by the excellent ideas now and then voiced by some progressive teacher in one of the educational journals. These articles have little in common with the practical application of the subject in the great majority of schools.

If, in the attempt to frame a clear conception of what school geography is commonly held to consist of, one were guided by the material presented in the textbooks in use and by the courses of study of the leading city and practice schools in the United States, one would be forced to the conclusion that the subject consists of a little everything which cannot conveniently be placed elsewhere. And one could scarcely be blamed for agreeing with G. Stanley Hall who, some years ago, said that geography is a hodgepodge of all the sciences and should be split up and its materials placed in their appropriate departments.

At the present time, with the ever-growing struggle among new subjects for a place in the curriculum, there is no longer room for a conglomerate geography. The tendency of late has been to cut down the time given to the subject in the upper grammar grades, owing doubtless to its questionable value as compared with other subjects.

Need of Reform

Two fundamental conditions appear to be accountable for the present lamentable situation. The first is that very few, if any, teachers have a clear idea of the real nature of geography. Floating around in their minds is a vague, indefinite notion of geography as a study of the earth and man; but if they were asked just what should be placed in the geography course and what should be excluded from it, no two of them, we may be sure, would be found in agreement. The second of the causes referred to is the nearly universal failure to organize the work along the lines, or to use the methods, which a sound pedagogy demands.

Now is the time of all times when we need to introduce into school geography a universal viewpoint. Our country ic coming into more intimate contact with other lands and peoples than ever before. We need to make geography more real and vital in order that the children now growing up may be able to take their parts intelligently in the new community of nations.

In the present article the writer purposes to offer a new definition of geography—one which he hopes will avoid the pitfalls of the older definitions and will carry further the modern conception that geography is not a study or memorizing of facts, but a study of the relations existing among facts. In a later article he will consider some of the other reasons for the failure of school geography.

Geography was formerly held to be the science which treats of the earth as the home of man. Its methods were almost wholly descriptive. It lacked a unifying principle, and its boundaries were indistinct.

More recently geography has been defined in much the same manner as before, except that the idea of cause and effect has gradually in importance. Modern geography places less emphasis upon mere statements of facts about the earth and man, and more upon the relations existing among these facts. However, it exhibits little more unity or coherence than did the old geography. Owing to a wrong point of view the inner unity through which facts become geographic is not fully realized.

The New Geography

The new conception of the subject does not admit that an enumeration of facts about the earth, or a mere description of them, constitutes true geography. Facts thus presented are held to be mere matters of information. The new view holds that there are no facts of phenomena which are the exclusive property of geography. The subject has, therefore, a different basis from all other branches of learning except philosophy. The study of nature shows that no fact or phenomenon exists by itself independent of or unconditioned by others.

(1) Every phenomenon may be studied from the point of view of its own inherent properties, for which

GEOGRAPHY

By Harr Wagner

The selection of geographies now pending by the State Board of Education will have a tremendous influence on the children who are now in the elementary schools. Geography is no longer a statement of questions and answers. It is a problem of the home environment of the child, of the State and Nation, and regional development of the race.

Progressive teachers of the subject are almost unanimous in their demand for material that will make the pupils think. Seventy-five per cent of the new courses of study are not based on questions of fact, but upon problems. It does not matter so much what books are adopted but it does matter what method the teachers use in presenting the subject. The normal schools, colleges and universities of the United States, that are training teachers, are making of geography, a search and research for material that will develop in the student not a knowledge of unrelated geographical facts, but an intelligent study of the problems of his environment, and the problems of life in the regional environment of the race.

To Governor Stephens: 20,000 Teachers Are Anxiously Hoping You Will Sign the Retirement Salary Bill and Tenure Bill.—Editor.

purpose it is isolated as far as possible from its associations. This method of approach gives us the various sciences.

(2) Every phenomenon may be studied from the point of view of the relationship which exists between it and other phenomena. This synthetic study of phenomena as they occur in nature is the only true approach to the study of geography.

The point from which we view a fact or phenomenon determines, then, whether or not it should be included in a geographic discussion. Isolation of any phenomenon for the purpose of study takes it out of its natural relationship or environment. This causes its geographic aspect to disappear, and it becomes material for one of the other sciences.

True Geography

True geography is, then, an attempt to explain the phenomena of the material world in their natural relations or settings.

Since all the phenomena of the physical world are more or less mutually conditioned, working together to make the world as we know it and having while in this relationship different significance than when isolated, we may consider the world as an organism with functioning parts. The full significance of an organism can be understood only when it is alive and its parts are performing their natural functions. When it is destroyed and its parts are separated, it ceases to be an organism. The study of the world as a living organism is the proper province of geography. Since the materials of geography include all phenomena in their natural or world relations, we may therefore define geography as the science which seeks to understand the world as a living organism.

HOW PENNY-WISE SCHOOL OFFICIALS KICK THEMSELVES OUT OF OFFICE

Old Ben Franklin spoke an eternal truth when he said, "The Best Is the Cheapest."

If Ben had been a member of a school board, he would not have been satisfied to let the bars down to the muck and the ruck in equipment and supplies by advertising for competitive bids and awarding the contract to the lowest bidder.

The late E. C. Simmons, the St. Louis hardware man, put it this way: "The recollection of quality remains long after price is forgotten." And, bear in mind that this applies especially to poor quality.

Say you "save" the taxpayers 10 per cent on a purchase of desks that are 20 per cent below standard—you rob them of 10 per cent of their money's worth!

The manufacturers have had years of experience with competitive bidding. They know their costs. They find some way to skin the job so that their own profit is taken care of before they make the bid.

A large Chicago business house had adopted the policy of buying its stationery—carlots at a time—by requiring the mills to bid, each year, on matching the previous year's stock. After five years, the president happened to pull out of his desk some samples of the first lot, and noticed that it was decidedly better in quality than the current year's supply. He instituted a comparison, and got samples of each of the yearly purchases. They graded downward, each year's lot being just a shade inferior to the one before, though the mills were supposed to make an exact match in weight and quality. Buying by PRICE always tends to lower quality.

Schools are not operated for the purpose of saving money for the taxpayers. The first consideration of every school board buyer must be the welfare of the school children.

The courage to buy none but quality goods, even though quantity must be restricted to current income, is the sure way of raising the standard of your schools, and rousing a public sentiment that will silence any political faction that seeks to throw "economy" dust into the eyes of the voters. This is especially true, now that women have the suffrage.

Buying by price is a sure road to shabby equipment; and soon the voters will wake up to the fact that they are paying a fearful price, in lowered morale of teachers, lessened interest among pupils, decreasing attendance and increasing illiteracy among the rising generation.

And the near-sighted school board, responsible for such a policy, will be swept aside and clear-visioned members elected in their stead.

If you doubt this, put it up to the public, and let the teachers and children take a hand in the education of the taxpayers.

Let us help you. We are here to serve you. Our members make no better profit per cent on goods than they do on the cheapest, and they hate themselves every time they are forced to protect themselves against penny-wise school officials.—Reprinted from the April, 1921, issue of the American School Board Journal.

A FEW NOTABLE SCHOOL CHANGES

Alexander Sheriffs, city superintendent of San Jose, has resigned, and Mr. Bachrodt was appointed to the place. Superintendent Bachrodt is a young man, thirty-one years of age, and has taught in grammar schools in Fresno County, studied school administration under Dr. Cubberly at Stanford, and has a fine background for a big educational future. Superintendent Brownscome of Santa Rosa and Mr. Steel, principal of the high school, have resigned. Places still open. Superintendent H. P. Short of Oroville has resigned; a young man from Washington elected to take his place. Mr. Townsend, principal of Santa Clara High School, has been elected city superintendent of Santa Clara, vice A. W. Ray, who goes to Tulare City. Principal S. P. McCrea of Richmond City has resigned; there are seventy-five applicants for his place. Harry O. Wise of San Diego High School has resigned; Professor Russell has been appointed to take his place. Prof. Phelps, formerly of San Rafael, has been elected city superintendent of Madera. Principal Valentine of Taft has resigned, and his place has been filled by Mr. Gray, formerly of Alameda. As we go to press, it is reported that Supt. Jerome Cross of Fresno has resigned. Clark W. Hetherington, State director of physical education, has resigned, and George Hjelte has been appointed as his successor. P. P. Claxton, commissioner of education, U. S., has been dismissed and J. J. Tigret has been appointed in his place.

The San Francisco course of study in geography is perhaps the most progressive in the United States. It is a radical departure from the old method of questions and answers as to facts. It is an example of the problem method worked out in detail.

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□ □ □

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A new book that will do for city schools what Dunn's Community Civics and Rural Life has so successfully done for rural and village schools.

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A new book in this unrivalled basal series.

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Book I in this series is now ready.

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HOME GEOGRAPHY

A NEW BOOK

By PROFESSOR DOUGLAS C. RIDGLEY and JESSIE M. DILLON
Illinois State Normal University, Normal, Illinois

We invite the attention of Superintendents and Teachers in every city and village in the United States to our *new* HOME GEOGRAPHY, which is just from the press.

We consider that no greater contribution to the study of Home Geography has ever been made than this book. We realize this is a strong statement but will let you be the judge.

It covers an entire new Course of Study, worked out by Professor Ridgley from his years of experience in teaching Geography in the Public Schools, and in the State Normal School in preparing teachers to teach this subject.

He has had the assistance of Normal Training School Teachers and of experienced Teachers in City Schools in testing out every part of the work in the new Course.

The book contains a full year's work for beginners in the study of Geography and is admirably adapted to the needs and ability of pupils in either the third or fourth grade.

We know that it will stand the test in the hands of the pupils and produce greater and better results than any other book now available.

PRICE, POSTPAID—60c. If you desire you may examine the book before paying for it by ordering it sent on an "Examination Bill," with the privilege of remitting the price or returning the book in good condition within ten days after receiving it.

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HUMAN GEOGRAPHY

J. RUSSELL SMITH

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DISTINCTIVE FEATURES OF THE FAIRBANKS' GEOGRAPHIES

1. The Series is characterized by the emphasis laid upon Home Geography, the thorough understanding of which is the key to the whole.
2. Relationship or Interdependence is held to be the essence of geography and in accordance with that view facts about the earth and its people are introduced not for the purpose of having them committed to memory and having them constitute the ultimate aim or object of instruction, but as the necessary tools by the use of which the pupil is taught to reason out life conditions over the earth and thus attain real geographical knowledge.
3. The physical features of the earth are studied from the point of view of their influence upon life conditions. This point of view gives them value as objects of study in the elementary schools which they would not otherwise possess.
4. The explanation or discussion of the abstract "Principles of Geography" or General Geography in a separate chapter is omitted, but they are introduced as far as is necessary or practicable in connection with any particular region or continent which is being studied. The trade winds, for example, are studied with the regions where they occur.
5. The Political Region is subordinated to the Natural Region. This gives a far clearer idea of life conditions than is possible under the current methods. The prairies, for example, extend through both the United States and Canada and should be studied as a unit. Porto Rico naturally belongs with the other West India islands and the Philippines belongs with the East Indies.
6. The larger part of the subject matter is offered in the problem form. This is held to be one of the best means for encouraging thought on the part of the pupil. It makes the matter appear worth while, arouses his deepest interest and leads to permanent results.
7. Each region is studied in a formal manner but once, but this does not mean that it drops out of sight for the remainder of the course. There are constant cross-references and comparisons scattered throughout the course by the aid of which ideas once gained are made permanent.
8. Wherever possible the historical development of a region is used as a motive for the approach to its geography since this helps greatly to vitalize the relation between men and their environment.
9. One of the most distinctive features of the Series is the inclusion of the maps in an Atlas. This makes it possible to offer the pupil large clear maps which cannot be done when they are bound in with the text without making the latter unwieldy.

Superintendent Susan M. Dorsey of Los Angeles, in the Los Angeles Teachers' Journal, has some interesting outlines on the subject of geography.

Superintendent Chenoweth and his County Board of Education have given special prominence to the teaching of California geography in the schools.

W. R. Coddington and Mrs. Mary L. Coddington established a teachers' agency in Los Angeles in 1907. By strict integrity, by good judgment, by alertness and ability along legitimate lines they have today a name that stands for effciency in agency work. The Coddington Teachers' Agency, 533 Citizens' Bank, Los Angeles, is an excellent agency.

Clark W. Hethrington, director of physical education of the State, has resigned and Professor George Hjelt has been appointed to succeed him.

Dr. David Starr Jordan, who is writing his autobiography for the World Book Company, was recently a guest of honor of the Sequoia Club and gave many of his boyhood, educational and other experiences in his varied and prominent career.

Bids Wanted for Textbooks in Geography

The State Board of Education of California hereby invites authors or publishers to submit sealed proposals or bids for the sale or lease of the right to publish and distribute in California the following textbooks:

Lower elementary and advanced geographies for the elementary schools, as follows:

(a) Geography for lower elementary grades.
(b) As an alternative for (a) above, separate bids will be received as follows:
  (1) Geographical reader on people of other lands, intended for the primary grades.
  (2) Geographical reader on the United States, intended for the fourth or fifth grades.
  (3) Geographical reader on South America, intended for the fifth or sixth grades.
  (4) Geographical reader on Europe, intended for the fifth or sixth grades.
  (5) Geographical reader on Asia, intended for the fifth and sixth grades.
(c) Geography for advanced grades, including a supplementary chapter dealing with the geography of the State of California.
(d) Geography for advanced grades not including such supplement.
(e) A supplement to the advanced geography, intended for the seventh and eighth grades and dealing with the geography of California.

Manuscripts or sample books of the above should be submitted to the Secretary of the Board, at his office in Room 707 Forum Building, Sacramento, on or before June 15, 1921.

Bids for the sale or lease of such rights, inclosed in a separate sealed envelope addressed to the Secretary of the Board, itemized according to specifications, and marked "bids for textbooks in Geography," may be submitted on or before the hour of 4 o'clock p. m. of June 15, 1921.

Alternative bids for supplying completed books, as specified above, f.o.b. Sacramento in carload lots, will also be received.

Specifications giving rules and particulars concerning this matter may be had upon application to the Secretary of the State Board of Education, at Sacramento.

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An Editorial from the *Morning Oregonian*

A Personal Letter From a Rancher (Formerly a Teacher)

In Which Reference is Made to

THE NEW MAP OF EUROPE—THE NEAR EAST RELIEF THE FRYE-ATWOOD GEOGRAPHIES

(Editorial)

(Morning Oregonian, May 7, 1921)

THE NEW MAP OF EUROPE

The territorial results of the war can be seen by a glance at "The New Map of Europe" which has been published by the **National Geographic Magazine** . They are so great as to require us to learn our geography all over again, especially with regard to the southeast, and that study is necessary to our comprehension of current foreign news.

The most striking fact is the disappearance of the Austro-Hungarian monarchy, and the appearance in its place of several small states and the expansion into comparatively large states of two Balkan countries—Serbia and Roumania. Both of the latter countries have been doubled in size and population, and Serbia has become **Jugo-Slavia** with a stretch of the Adriatic coast for which it long struggled. Farther north **Czecho-Slovakia** just into Germany and cuts off that country and Poland from Hungary. Czecho-Slovakia, Jugo-Slavia and Roumania compose the little entente, which encloses Austria and Hungary on three sides and is pledged to prevent restoration of the Hapsburgs. Albania has won independence, **Greece has extended eastward to take in the entire north coast of the Aegean sea, the Ionian Islands and the Smyrna district of Asia Minor, and to reach the Black sea, and Bulgaria has lost its Aegean outlet and now fronts on the Black sea. Italy has acquired the great mountain bastion of Trentino on the north and has extended eastward to take in all the country around the head of the Adriatic.** Turkey has been pushed out of Europe except for Constantinople and a small semicircle behind it.

An equally important change has been made on the northeast. Poland now intervenes between Russia and Germany, and the republics of **Lithuania, Latvia, Esthonia and Finland** have reduced Russia's frontage on the Baltic to a short strip at the head of the gulf of Finland. **Denmark has recovered half of Schleswig,** and France has rewon **Alsace and Lorraine** and for the present holds the **Saar coal basin.**

This making of new states is one of the causes of the economic disturbance which afflicts Europe, and may prove to have extended the breeding place of war from the Balkans to the heart of the continent. It puts the theory of self-determination to a practical test.

(Morning Oregonian, May 6, 1921)

SAVING A MILLION LIVES

The report of the Near East Relief for the year ended December 31, 1920, makes an amazing showing for the organized benevolence of Americans. The region in which its work was conducted was one only vaguely known until recently by young students of geography. **Prior to the war, it is safe to say that the name Anatolia would have awakened no mental image in the mind of the average American. That there was a Georgia in Asia was unknown to most of us.** Yet in these countries, and in Turkey, Persia, Syria, Palestine, Kurdistan, Mesopotamia and the Trans-Caucasus, the American committee has saved in all probability more than a million lives of people who had no means of helping themselves.

The cost, according to the report, was a little more than $55,000,000, or about $50 for each life saved.

(COPY)

Portland, Oregon,
May 7, 1921.

Ginn & Company,
20 Second St., San Francisco.

Gentlemen:

It seems to me that one of the strongest points of the Frye-Atwood Geographies lies in the fact that "Newspaper Geography and History" can be taught from them constantly. To make myself clear, I am enclosing two editorials from the Morning Oregonian which by the way offers the best editorials I have seen on the Pacific Coast. In the editorial "Saving a Million Lives" occurs the statement "Prior to the war, it is safe to say that the name Anatolia would have awakened no mental image in the mind of the average American. That there was a Georgia in Asia was unknown to most of us." Turning to the index of Frye-Atwood, Book II, we find the following references to these countries:

Anatolia 235, (237 C 3).
Anatolia, Plateau of, 233, (232 B 5).
Georgia, Europe, 200, (201 H 6).

This morning I culled another editorial from the Oregonian, which I enclose. I have looked up in Frye-Atwood, Book II, the list of countries it mentions and I must say they are treated in a remarkably adequate manner. Both text and maps furnish the latest material on these countries, both new and old. Your maps are wonderful as compared with the wretched maps in *(competing book mentioned)*. The purple boundary lines in Frye-Atwood bring out the boundaries of these new countries in a way that *(name of book deleted)* fails utterly to do. This is especially true of the new confines of countries which include large groups of islands as in the case of Greece, and of such countries as Denmark and Italy, which have changed their boundaries in the way the editorial mentions.

Very truly yours,

(Signed) By THE RANCHER.

HUMAN GEOGRAPHY
By Dr. Russell Smith

The noted writer of geographies, J. Russell Smith, who has popularized the reading of geography in magazines and standardized its scientific study in high schools and colleges, has entered the field of elementary education. Dr. Smith is professor of Economic Geography in Columbia University and has by fine literary adaptation popularized the study of geography. He was particularly happy in his choice of title for his two elementary books on Human Geography, and in his division of the two books into "Peoples and Countries" and in "Regions and Trade." This avoids the twice over plan of the old style geographies, and meets the demand of the progressive teacher for a progressive plan, a plan that is not a circle but a spiral in its development. In Book One the author begins with the Eskimo people and develops the value of trade relationship by showing the condition of the people who do not trade. He tells about people. He shows how the lives of men are influenced by the earth on which we live. Dr. Smith has written the text with nine principles in mind:

1. Let reason help memory.
2. Teach abstract things concretely.
3. Teach civics by description.
4. Teach physical geography by telling about countries and industries.
5. Teach by comparison.
6. Teach about people as well as about countries.
7. Explain the oneness of the world.
8. Teach respect for other peoples rather than race prejudices.
9. Teach Home Geography by showing the relation of our life to all the world.

He follows in the development of his subject the problem method, which has been presented in such a scientific manner by Dr. Harold Fairbanks in The Home and its Relation to the World, in California in the published outlines of the continents developed according to the problem method and showing the changes brought about by the World War.

In Book One Dr. Smith has worked out his plan. The pictures are not merely pictures, but are related to the text. The teaching quality of the pictures is high. The maps are not overloaded and details are omitted. Seventy-five per cent of the questions require children to answer, not from memory, but from reason. The problem is there, the answer cannot be given by yes or no, nor by the recital of mere place names. The child must think to answer. Place geography is not altogether omitted, but the question problem is given unusual prominence.

The author also breaks away from the plan of teaching New England States first. He begins with the North Central States, and gives the Pacifice States sixteen pages of text matter and places more emphasis on California that is usually done in books on geography, and in a clear, definite manner raises the problems that have led to California's greatness. The comparison between old world fruit districts and California is especially interesting and leads to thought production.

Book 2, developed along the same general lines, but developed as to regions and trade, is in preparation and is about ready for the press. Book 1 contains 374 pages, 500 illustrations, 32 pages of colored maps, 4 colored globes and many maps, diagrams and drawings. Book 2 contains 450 pages, 600 illustrations, 48 pages of colored maps, with diagrams, halftone and line pictures, etc.

Human Geography is the latest in publication and the newest in development of the subject offered for use in the elementary schools. The publishers are the John C. Winston Company, Philadelphia, and the Pacific Coast representative is W. Carins Harper, 1009 American National Bank building, San Francisco. Write to the latter for the latest geographical literature.—Harr Wagner.

The Plan of Fairbanks' Progressive Geographies

In the Fairbanks' Geographies an attempt is made to break away from the conceptions of the older textbooks in current use and to plan the arrangement and adapt the material to the natural development of the child instead of fitting this material to the demands of an outgrown and antiquated conception of geography. Consequently the series has been made progressive: **Home Geography** has been made the foundation; the approach has been through the **Problem Method**, and **physical facts** have been used not because they are valuable in themselves for pupils of the elementary school, but because they determine **life conditions**. Accordingly the following plan has been worked out:

Fourth Year—The Home and Its Relation to the World.

The first half of the year is devoted essentially to a study of the home from a very simple point of view. The causes determining its position and industries are taken up as are also routes of travel, growth of villages and cities. This is followed by the development of a notion of the meaning of maps and elementary discussions of weather and climate.

The second half year takes up the relation of the **home** here in California to other homes scattered over the earth. This is carried out through a study from globe of the routes by which food and other products are shipped in trade between the chief California port and other countries. By this means mere statements of facts about the peoples of the world, the countries in which they live and the routes by which they can be reached, are avoided. Statements of fact are not considered good geography and of little value at any stage in the course, but doubtfully out of place in the lower grades.

Through the interchange of foreign and home products and through imaginary journeys to the homes of people in distant lands where life is very different from that about him, the pupil acquires certain interesting and broad conceptions of the world which form a foundation not only for general geography as well as help him to orient himself in the more detailed study of the home the following year.

Fifth Year—The Geography of California.

The fundamental pedagogical conception embodied in the Fairbanks' geographies, and the one which makes them unique, is that real geographical knowledge can, like knowledge of any other sort to be built up only by going out step by step from that which has already become a part of experience to that which is partially or wholly outside of experience.

The home is the foundation upon which the whole of the geography course is built. With the proper understanding of how people live in the home region, why they live where they do, why they carry on certain occupations and not others, the child is prepared for world geography. Otherwise he can only memorize, parrot-like, certain statements of facts about distant places without being able to understand their significance. This World Geography, as we have been teaching it, has failed to give the results sought. It cannot give them under the old methods, no matter how much we drill upon the so-called "essentials."

Accordingly, the whole of the fifth year is devoted to the study of California and its environment. This work is embodied in Book II of the series. Since it was prepared for use in all parts of the great State of California, little detail of particular regions can be given. The teacher should enrich the course with local material, and if it seems advisable for the sake of definiteness, leave out details of other distant parts, using as far as possible the problem method of approach. The coast, the mountains, valleys, rivers, etc., be taken up as so many physical facts, but rather from the point of view of their influence upon people.

It is not the amount of detail that the child acquires about his state or the natural region in which he lives that determines the success of the course and prepares him for world geography, but the ability to interpret what should be the life response of the people of different parts in the light of their physical surroundings.

It is not assumed that the pupils of the fifth grade are capable of a very deep study of any geographical topic, not even of the region in which they live, but the reasons for as detailed a study as possible of the home at this stage, are two and they are both of vital importance. The first reason is that if this study is put off until the seventh or eighth year as is often done, many children will leave school without understanding what is for them the most important part of the world. The second reason is, and the one that forms the cornerstone of the principle underlying Fairbanks' geographies, is that without the basic ability to interpret life response to the physical environment in the region open to observation, world geography can be little more than the memorizing of meaningless facts. The pupil simply cannot understand the life conditions of remote peoples without first getting an insight into such relations in the region of his experience.

An atlas with a great variety of maps to accompany the text on California is in course of preparation. This is greatly needed and will make the work much easier and more valuable to the pupil.

Sixth Year—North America.

After an intensive study of his own state there is from the standpoint both of a cor-

rect pedagogy and of relative values there is but one order of arrangement of the material of world geography and that is to take North America next.

In accordance with the above idea the Fairbanks' geographies devote the sixth year to North America, with emphasis laid upon the United States. Less time than this cannot be given to this continent in order to do it the justice which its relative importance in the child's life demands.

The Problem Method is more fully developed than in the fifth year, while the historical growth of the continent supplies a motive which is constantly made use of.

North America is handled first from the standpoint of its natural regions, ignoring political boundaries. This study is followed by the different countries and the United States by groups of states. Since the grouping of the states by natural regions is possible only in part, the chief basis of the arrangement employed is one of convenience for study and arrangement upon the pages of the atlas which is to accompany the series.

Seventh and Eighth Years—South America, Europe, Asia, Africa, Australia.

It is assumed that the course in geography is carried through the seventh and first half of the eighth years. A distribution of time for three terms of twenty weeks each might be made as follows: South America, 14 weeks; Europe, 22 weeks; Asia, 14 weeks; Africa and Australia, 10 weeks.

Considering the continents in the order of their importance to a pupil in the United States and having due regard to the continuity of the subject and to the further fact that the Mediterranean region very closely binds three of the land masses of the Eastern Hemisphere, the Fairbanks' geographies proceed from North America to South America, then to Europe, Asia, Africa and Australia in the order mentioned.

The problem method is employed throughout, although frequently a particular region is introduced by a topical summary. The larger number of problems offered are answered in the text, but these far from exhaust the subject. The direction from which any particular country or region is approached determine the form and character of the problems, so that those offered should be considered only as guides to a vast and rich field the exploration of which need be limited only by the time available.

The Atlas.

The Series of Progressive Geographies is to be accompanied by an Atlas. It is intended that this atlas shall contain the best and greatest variety of maps of any publication yet offered to American schools. It will follow closely the best European plan is based upon the availability of good school atlasses.

The Fairbanks' geographies are planned to encourage the "atlas habit." Their whole clear maps. Without the best physical maps the new conception of geography in which the pupil works out his results instead of memorizing facts is difficult of realization.

Until the atlas and the basal texts are ready for distribution, the Fairbanks' Topical Outlines of the Continents should be in the hands of the pupils and teachers in connection with the geographies now in use.

"The method of interest and enthusiasm" is applied to Fairbanks' Problem Method wherever known.

The present volume departs from its predecessors by adding genuine problems to the mere questions which are ordinarily found at the end of chapters. In actual practice it has been found that students take hold of problems with great interest and enthusiasm.—Ellsworth Huntingdon, in preface to Principles of Human Geography.

Helen M. Reynolds of the department of primary methods, public schools, Seattle, has a most interesting article in March issue of the Journal of Geography on the problem of "The Boats in San Francisco Harbor." The project was worked out at the Play School of the University of California.

The Summer School at the University of California is following the lead of Clark University and giving splendid opportunities to teachers for the study of geography. Miss Myrta Lisle McClellan, of the University of Southern California, Southern Branch, will be in charge of a number of courses. She will be assisted by Mary Fenton of Seattle, Washington. Miss McClellan is a graduate of the University of Chicago and has been in charge of teacher training courses in various institutions.

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ITEMS OF PUBLIC INTEREST FROM PROCEEDINGS OF THE STATE BOARD OF EDUCATION, MAR. 28-APR. 2, 1921

The State Board of Education met in regular quarterly session in Sacramento, March 28, 1921.

A hearing of representatives of the Better America Federation was held. The action taken by the State Board of Education, prohibiting the distribution of the pamphlet, "America Is Calling," to the schools because the board was of the opinion that it contained partisan propaganda, was discussed. The board decided that the action previously taken should not be reconsidered.

Mr. Ferdinand Schraidt, a teacher of mechanical drawing in the Vallejo high school, appeared before the board by appointment for the reason that certain statements had reached this office that he had been guilty of disloyalty during the war. After a careful review of the case, the following resolution was adopted:

"Whereas, information was put before this board informally tending to bring into disrepute the loyalty of Mr. Ferdinand Schraidt, who holds a State Board credential, and

"Whereas, this board through its executive officer requested the parties raising the question of his disloyalty to present formal charges together with evidence to substantiate the same, and

"Whereas, the party raising the question of loyalty states that he is unable to present formal charges, and records submitted by the Oakland school authorities and the United States Secret Service do not raise a question of his loyalty and no other evidence has been submitted to this board to substantiate any charges of disloyalty, although the executive secretary has made an effort to obtain such evidence; therefore, be it

"Resolved, That the entire case against Mr. Schraidt be dismissed."

Mrs. Ray reported on the second annual music conference called by the Commissioner of Elementary Schools at Sacramento, February 11 and 12, 1921, and called attention to certain recommendations, which were disposed of as follows by the board:

1. The restoration of songs to the State series music books which had been eliminated during the war, was referred to the textbook committee for consideration and recommendation.

2. The request to have the proceedings of the 1921 conference printed was denied on account of lack of funds.

3. In answer to the statement that many of the children of the public schools have reached the seventh grade having received no actual music instruction and that the conference recommended that the State Board of Education give the matter attention and bring pressure to bear upon all elementary schools not now teaching music nor using the state music text, Commissioner McNaught informed the board that music instruction in the lower elementary grades will be taken care of through supervision if A. B. 310 relating to the distribution of funds voted in Amendment No. 16 is passed.

Mrs. Grace M. Haring, State Chairman of Home Economics, California Federation of Women's Clubs, and a committee appeared before the board by appointment to present a petition urging the board to prescribe a minimum requirement of one year in home-making for graduation of girls from high school. The matter was left in the hands of Dr. Snyder and Miss Murchie to work out some plan of co-operation with Mrs. Haring and those associated with her in promoting such interest in the proposal of a year in home-making for girls in the high schools that it might at some future time be possible to have the plan adopted in the high schools throughout the state.

The following resolution was unanimously adopted by the board:

"Whereas, the peculiar value of systematic physical education in the development of school children for full physical efficiency and for citizenship is generally recognized by the people of California; and,

"Whereas, there is at present a critical need in California for an increased number of well-trained teachers and supervisors to carry on the state program in physical education; therefore, be it

"Resolved, That the Board of Education of the State of California heartily endorses, as a measure beneficial not only to this state but to the entire Nation, the Fess-Capper Bill (H. R. 12552) which is now before Congress and which provides that under certain conditions the Federal government shall extend to the states financial assistance for the training and employment of teachers of physical education."

Commissioner Olney was authorized to arrange for a conference on high school dramatics.

The matter of the request for the removal of the ban on the teaching of German in the public schools was discussed. President Clarke reported that he had been in communication with the American Legion on the subject and that their attitude was that they would offer no objection to the restoration of German in the public schools, provided the texts were carefully scrutinized. No action was taken.

The Commission of Credentials was authorized to hold an examination in Berkeley and Los Angeles for applicants for the high school credential at such date as seems desirable.

Retirement Salary Business

Retirement salaries were granted as follows:

Five Hundred Dollars per Annum—Mrs. Hattie B. Bingham, Modesto; Mary Ann Brown, Watsonville; Lisbeth Day, Oakland; Susan Annette Hudson, Santa Barbara; Mrs. Kate Jaynes, Bakersfield; Emma E. Lillie, Los Angeles; Narcissa J. Miller, Los Angeles; Mrs. Clara M. Preston, Los Angeles; Mary Elizabeth Quick, Monterey; Irene Richardson, Sacramento; Mrs. Hattie M. J. Ross, San Diego; Josephine Seaman, Los Angeles; Mrs. Irene Sweezy, Los Angeles.

Under Section 14 of the Law—Mrs. Olive Dee Arnold Eddy, Alhambra; Alice Shepardson, Oakland.

Refunds of erroneous salary deductions, amounting to $121.25, were made.

The board adjourned to meet in Sacramento, May 9th, and in joint annual session with the normal school presidents at San Jose, May 11.

Respectfully submitted.

WILL C. WOOD, Executive Sec'y.

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OF INTEREST TO TEACHERS OF GEOGRAPHY

Dr. Wallace W. Atwood, widely known as one of the joint authors of the Frye-Atwood series of New Geographies, and formerly professor of physiography in Harvard University, has recently become president of Clark University in Worcester, Massachusetts, where he will establish the first Geographical Institute in America.

Geographical institutes have long been recognized in European countries as necessary to the best interests of education, but this phase of educational activity has been neglected in the United States, chiefly because the American people as a whole have until very recent years been blind to the enormous political and economic value of widespread geographical knowledge as a national asset. The World War and the ensuing years of pseudo-peace have rudely awakened the American people to a keen realization of the dangers of this particular deficiency in our national scheme of education. Schools all over the country are making a vigorous effort to improve their geography courses, universities and colleges are rapidly introducing courses in scientific geography, and teachers are seeking better and more authentic sources of geographical information than have hitherto been available. Nowhere is this new enthusiasm more apparent or more earnest than in the Pacific Coast States.

Teachers in the West will therefore follow with special interest the development of the new Geographical Institute at Clark University. The fact that the institute will be directed personally by a man who has won national recognition as a geographer of first range ensures from the outset a standard of the highest scientific scholarship. The institute will include a school for graduate study in geography in elementary and high schools, normal schools and colleges. A special department will train young men for consular and diplomatic service in foreign countries and for positions as foreign agents of banking and commercial concerns. Each year a summer school will be run for teachers who wish special training in geography and allied subjects. The coming summer session will begin on July 5.

Perhaps the most interesting feature of the new institute to teachers in general will be the establishment of what might appropriately be called a "geography service bureau" which, when it is fully organized, will be equipped to furnish authentic and up-to-the-minute information of geographical subjects. Teachers who are doing progressive work along the lines of projects and problems in geography are contantly in need of a source of authoritative data with which to enrich the classroom work. The Clark University Geographical Institute will seek to supply this particular need by acting as a sort of geographical clearing house, where facts of geographical interest will be assembled, classified, and sent out to teachers of geography in a form suitable for classroom use. Pacific Coast teachers will do well to keep in touch with this new contribution to good geography in America.

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LIBRARIES IN EDUCATION

1. All pupils in both elementary and secondary schools should have ready access to books to the end that they may be trained
   (a) to love to read that which is worth while;
   (b) to supplement their school studies by the use of books other than textbooks;
   (c) to use reference books easily and effectively;
   (d) to use intelligently both the school library and the public library.
2. Every secondary school should have a trained librarian, and every elementary school should have trained library service.
3. Trained librarians should have the same status as teachers or heads of departments of equal training and experience.
4. Every school that provides training for teachers should require a course in the use of books and libraries, and a course on the best literature for children.
5. Every state should provide for the supervision of school libraries and for the certification of school librarians.
6. The public library should be recognized as a necessary part of public instruction, and should be as liberally supported by tax as are the public schools, and for the same reasons.
7. The school system that does not make liberal provision for training in the use of libraries fails to do its full duty in the way of revealing to all future citizens the opportunity to know and to use the resources of the public library as a means of education.

Committee

J. I. Wyer, director of New York State Library, chairman.

Walter Brown, librarian of Buffalo Public Library.

Annie S. Cutter, Public Library, Cleveland, Ohio.

Lucile F. Fargo, librarian of North Central High School, Spokane, Wash.

H. A. Hollister, high school visitor, University of Illinois.

Florence M. Hopkins, librarian Central High School, Detroit, Mich.

Willis H. Kerr, librarian, State Normal School, Emporia, Kansas.

C. G. Leland, superintendent of libraries, Department of Education, New York City.

O. S. Rice, supervisor of school libraries for the State of Wisconsin.

Mary C. Richardson, librarian, State Normal School, Geneseo, N. Y.

Alice Tyler, library school, Western Reserve University, Cleveland, Ohio.

Harriet A Wood, supervisor of schools and public libraries for State of Minnesota.

Adeline E. Zachert, director of school libraries for State of Pennsylvania.

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Shaw, A. W. & Co.
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University of Chicago Press
Winston Co.
World Book Co.

JOTTINGS OF A TRAVELING BOOKMAN

W. M. Culp

Long Beach, the wonder city of California, with its great growth in population, has reason to be proud in having such an educator as Superintendent W. L. Stephens to lay out the ground plan of the educational system of that city. June 9 Long Beach will vote on a $1,900,000 bond issue for schools. The money is to be used for three junior high school units, two grammar schools and for the acquisition of more land at old junior school sites, so that around each school there will be playground, park and social center.

John F. West, superintendent of Pasadena, has a campaign on for a $1,000,000 bond issue for elementary schools.

Superintendent Paul E. Stewart of Santa Barbara has planned for this summer a bond election of $750,000 for a new high school. The electorate will vote on the choice of two sites.

Tustin has decided to start a high school this coming year. B. F. Beswick, district superintendent, is busy with the arrangements. Over a hundred students are expected to be enrolled the first year.

George C. Sherwood, district superintendent of Orange, has had a very progressive year. Over seventy-five pupils will be graduated this commencement.

Venice grammar schools have increased tremendously this last year under Supervising Principal Lewis F. Ferrish. Two hundred and fifty thousand dollars of bond money is being expended for two eight-room schools and several four and two-room additions to other schools.

George C. Bush, superintendent of South Pasadena schools, plans to have a bond election for $125,000 for elementary schools. A new unit is to be added to the high school plant out of money recently voted.

Glendale grammar schools, under District Superintendent R. D. White, are much in the foreground in that city. A new city charter has just been adopted. It changes the district superintendency to a city superintendency. The board of trustees of three is increased to a city board of education of five. A bond campaign for $190,000 is under way for elementary schools.

Miss Celia Gleason of the Los Angeles County Free Library has just been going through the process of moving from old quarters in the Hall of Records to a new location on 208 North Broadway.

At Santa Monica Memorial Day will occur the dedication of a beautiful new Greek Theatre on the high school campus. Superintendent Horace M. Rebok has made plans for a fitting tribute to be paid the sons of Santa Monica who paid the supreme sacrifice.

JOTTINGS

Bakersfield grammar schools under Superintendent Charles E. Teach May 20 closed a remarkably successful year. The average daily attendance for the session just closed numbered 3398, an increase over last year of 425. Graduations in three different schools totaled 156. Three hundred thousand dollars voted last March for elementary schools is being expended to great advantage. Additions are being made to the Hawthorne, Fremont and Jefferson schools. At the Lincoln school an eight-room building with the latest improvements and auditorium is nearing completion. This new Lincoln unit is a fine addition to the Bakersfield school system.

Schools in Kern county are doing the last weeks in May and Superintendent L. E. Chenoweth is busy with fitting commencement addresses. Mr. Chenoweth's library diplomas that are awarded at the end of the year for completion of a certain amount of reading by the students are quite a feature.

With the closing of Kern county schools Mrs. Julia G. Babcock, county librarian, is busy with some 28,000 volumes that are coming in for re-distribution.

Bakersfield High school, under Principal A. J. Ludden, will graduate some 155 students this year, seven of whom are from the Junior College. A new agricultural unit building is to be constructed this summer.

Miss Elizabeth S. Adams, of the Gregg Publishing Company, is in the East visiting the New York, Boston and Chicago offices of her company. She will give an address at Wellesley College in June on the College Woman in Business.

Mrs. Frances Effinger-Raymond, manager Pacific Coast and Orient office, the Gregg Publishing Company, spent the week of April 25 at the first Los Angeles business show and attended the California school typewriting contest.

One hundred twenty-six students, who had never touched a typewriter six months prior to the show, entered the contest, held under and managed by Judge E. J. Kimball of New York. Every error was penalized ten points and the records made by these amateur students equaled in accuracy and speed the one-time records of the original national champions. Students traveled hundreds of miles to enter the contest. The following high schools were represented:

Marysville, Berkeley, Lindsay, Santa Ana, San Jose, Fullerton Junior College, Glendale, Huntington Park, Bakersfield, Ventura, San Bernardino, Long Beach, Fowler, Montebello, Colton, Wilmington, Hollywood, San Fernando, Chaffey, Anaheim, Alhambra, Huntington Beach and the Jefferson, Lincoln, Los Angeles, Franklin, Manual Arts and Polytechnic Highs of Los Angeles.

Lydia Boyce, Berkeley High School, won first honors and a gold medal, writing 1025 words in fifteen minutes with fourteen errors—an average of fifty-nine words net per minute.

A separate contest was held for business college students of six months' training. This contest was won by Helen M. Babson, representing the California - Browsberger College at Los Angeles. Miss Babson made an average of sixty-seven words a minute.

These contests are educational and help to raise the standards of all schools. The winners of the California State School Typewriting Contests were taught Rational Typewriting, the method that is used in the majority of schools teaching commercial education.

WESTERN SCHOOL NOTES

Charles Howard Shinn, who was one of the early pioneer school teachers in Trinity County and Santa Cruz County, and now the able literary review editor of the Fresno Republican, was a visitor at this office recently. He now lives in peace and harmony, the real life of a retired, cultured, literary gentleman at Northfork, Fresno Co. He is a writer of note, and at one time was the brains and energy of the Overland Monthly in its prosperous days.

Edwin Markham, teacher, philosopher and poet, made a recent tour of the West, and attended the public dedication of his former home in San Jose as a memorial to literature and to the name and fame of Edwin Markham. Mr. Markham taught the first open air school in this country under a beautiful oak tree, near Arroyo Grande, San Luis Obispo County. He was one of the first county superintendents of El Dorado County; taught school in San Diego County on the tawny hills of Santa Ysabel, and was principal of one of the Oakland schools. His wife, formerly Miss Murphy, was also a teacher, and was one of the editors of our State Series of Textbooks in the early nineties. So Mr. Markham and his whole environment is educational. It was therefore with peculiar fitness that Henry Meade Bland of the San Jose State Normal School should be the director of the memorial exercises, that W. W. Kemp, the president of the school, should preside, and that Clarence Urmy, the poet, should furnish the music. Herbert Bashford, the delightful poet and successful playwright, gave a literary appreciation of Edwin Markham that was a jewel of prose poetry. Judge John E. Richards gave an address on the poets and writers who have achieved and who claimed San Jose as their home. Senator James D. Phelan was present and paid a beautiful tribute to Markham as a man and poet. He said: "The poets are the unofficial legislators of the world." Edith Daley wrote a special poem for the occasion that had in it many exquisite lines. The poet read "The Man With the Hoe" with wonderful effect. It was a day of days for the poet-schoolmaster.

Superintendent Alexander Sheriffs, after years of service as city superintendent of San Jose, has resigned. Mr. Sheriffs is an orator of note, and at all educational gatherings attracted attention by his forceful presentation of various problems. The San Jose schools under his leadership were known for their efficiency. His retirement was largely due to accusations made against him by Margaret Huer, formerly a teacher in the Alameda city high schools. We are sure that even those who do not live in glass houses regret that such an unfortunate affair should have happened.

Miss Caroline Swope, perhaps the greatest teacher of primary reading in the West, and one who has the ability to instruct others, will conduct a summer school at the summer session of the University of California. Read her announcement in this issue.

The California Library Association and County Librarians of California will hold their annual convention at Lake Tahoe from June 13 to June 15. Miss Cornelia Douglas Provines is president, and Alice J. Haines secretary. Geo. T. Clark and Samuel J. Hume will be two of the principal speakers. Milton J. Ferguson, the efficient State Librarian, will discuss State legislation. The Tahoe Tavern will charge $7.50 per day for room and bath, with one person to room; with two to room without bath, $5 each.

The State Normal School, under the direction of Dr. Frederick Burk, will hold an important summer session for teachers. The work will specialize along the lines required for credentials in many of the new phases in educational work.

In the attractive announcement of books by California authors published by the World Book Company, of which Caspar Hodgson, the well known Californian, is president, the title of the Form and Functions of American Government should have read by Thomas Harrison Reed. The announcement attracted a great deal of attention on account of the showing of California authors among the large list of the World Book Company's excellent books.

Californians should be especially interested in the N. E. A. in the year 1921. Fred M. Hunter, city superintendent of the Oakland schools, is the president, and he will arrange a great program. The meeting at Des Moines, Iowa, is centrally located for the Middle West and there will undoubtedly be great numbers present. Superintendent Hunter in his annual address will undoubtedly hit the spots of progressive education. President Hunter has made a definite impression on the educational thought of the West. The meeting will be held July 4-8. Miss Van de Goorberg of Los Angeles is the state director.

Hon. Will C. Wood will be one of the principal lecturers at Stanford University summer session this year.

Prof. E. D. Adams of Stanford University and Harr Wagner will speak at the graduating exercises of the Half Moon High School on June 5th, 1921.

The legislature of 1921 increased the salary of the county superintendent of schools of San Mateo County to $3500 per year. It should have been at least $4500, but it is not possible to impress people that it is of greater importance to pay our school superintendents, who look after their children, more money than the sheriffs who look after the criminals.

Joseph T. Daniels, the efficient and progressive Riverside librarian, will hold a summer session of the Riverside Library School June 20 to July 30. Write for circular if you are interested.

Vocational education with a punch has hit in several places where it has been the least expected. To speak of the great industry would cause a smile, but today one man in Los Angeles is selling $1800 worth of goats' milk per month, and gets fine reaction from his clients on account of food values, and purebred stock is selling as high as $1000 per animal. At Pacific Grove Professor Ingham of the high school is developing a fine herd, and at Martinez Professor Rowell of the high school: at Las Cabritas Montara, San Mateo County, Miss Irmagarde and Miss Morris Wagner have developed a fine herd of purebred Toggenburgs and supply goats' milk for the tubercular ward of the city and county hospital of San Francisco. Miss Richards, who was formerly Latin professor of Mills College, has written a book of great importance on "The Milk Goat Industry," and it is published by J. B. Lippincott Company. Price $3.00. The book will standardize in an intelligent manner the entire milk goat industry of the whole country. It also should tend to establish a moratorium for the critics who say that the teaching profession tends to narrow one's oportunities.

The supplement on California to the new series of elementary geographies by Dr. J. Russell Smith, entitled "Human Geography," will be written by Dr. James Franklin Chamberlain, formerly head of the Department of Geography, University of California, southern branch, now of Chicago University. Dr. Chamberlain is a brother of Arthur Henry Chamberlain, secretary of the C. T. A. and joint author with him on a number of excellent books.

Miss Myrta Lisle McClellan of the Department of Geography of the University of California, southern branch, has written of J. Russell Smith's Human Geography as follows:

"The author has broken away in so refreshing a manner from the conventional, traditional procedure of geographies prepared for children that the study of this vital subject must take on a new vitality. There is nothing in the field of geography in which youngsters are so interest as 'just folks.'"

A. W. Ray, formerly of Santa Clara, has been elected superintendent of Tulare City, vice J. B. Weed, resigned.

The city of Fresno continues to be in eruption on public school affairs. Resignations on request, recall of Board of Education, dismissal of teachers for political activity. Teachers' Unions are the fundamental cause of a larger part of the trouble, and whenever teachers are organized into unions on the basis of physical power, there will be trouble. Teachers should use professional organizations, not unions, to secure justice.

South Pasadena schools under the efficient leadership of George C. Brush are making rapid progress. On May 18th a $125,000 bond issue was voted for auditorium and gymnasium, and a few months ago $105,000 were voted for a new elementary school.

The Napa Union High School district has voted bonds for a fine new high school building. It is a pleasure to record the new spirit in this locality. Napa county schools under the leadership of Lena Jackson have been noted for efficient work. The County Free Library System under Miss Estelle DeFord is a great success and brings new life to the schools.

Lemoore is planning a $280,000 high school building. Porterville is planning a union high school building to cost $365,000.

Mrs. Helen G. Sanborn, president of the San Francisco Board of Education, held a luncheon conference with Dr. E. R. Snyder and others recently on part-time educational work.

The Gregg Publishing Company has issued a very wonderful brief on "The Success of an Idea." The first page is under the caption of "Growth Proves Worth;" 87 per cent of the boards of education of the United States whose high schools teach shorthand have adopted Gregg. In California 282 high schools out of a total of 303 use Gregg. It is a great record and it is deserved. Gregg's success has been built up on, first, merit; second, good publications; third, legitimate promotion.

SUMMER SESSION

The Summer Session of the State Normal School of San Diego

FOR TEACHERS

is planned and administered by experts in school work for teachers in service, both city and rural.

The TRAINING SCHOOL is in regular session for observation. Demonstrations are frequent and show **everyday** methods and results, **including educational testing.** Conferences freely arranged.

Standard **collegiate** courses are offered. Sessions from 8:00 A. M. to 2:45 P. M. give afternoon opportunity for the outdoor recreations for which San Diego is famous.

TWO TERMS

June 27 to August 5.....6 weeks

August 8 to Sept. 2.....4 weeks

Bulletin and daily program ready April 15

THE BRIGHAM - McFARLANE GEOGRAPHIES

Probably every possible motive has had its day in dominating the subject matter and presentation or method of school geographies. Place geography, map studies, physiography, political geography, all have seen hard service in trying to put an adequate motive in that heterogeneous mass of information we term school geography; and they all failed because none struck at the central purpose of the study. It remained for Brigham & McFarlane to declare in frank terms why we really study geography, and to build texts about that idea. Their texts reveal that school geography is a very human subject, very personal to every child. They are built about the conception that it is not a study of physical geography, as such, nor of location, nor political geography, nor economics, sociology, astronomy, meteorology. They all contribute; but none may dominate. After all school geography is a unity in and of itself, in spite of all its contributors, or aid-sciences. School geography, borrowing from many sciences, finds its unity in human life as it now is on the earth. These texts recognize that fact. They deal chiefly therefore, with natural resources, products, forces as they affect and are controlled by the life of man. They introduce physiography, for example, wherever it is needed to throw light upon the physical forces that enter into human life on the earth's surface. A similar place and function are given to the data of astronomical geography, economics, sociology, meteorology. When they are wanted, needed, i. e., when they serve to throw light on human activity, they are there.

The Essentials of Geography never fail to build up the picture of human society, industry, commerce, government, as they are. In this they are right, not only in the end sought, but they are right pedagogically. Remember that the child's first interests are in human affairs. Very early the school feeds this sort of interest on stories, then on biography and history, especially of his own country. Naturally his own country, as a material achievement, as it appears today, is his next interest. After all school geography is but one of the vast mental pictures that make up the progress of human history, photographed for the child just at the point of his own study. The same resources and forces are there that helped shape the cave-man, the savage Indian, the Phoenician, the early Anglo-Saxon, and that they used, only the modern picture is a vastly different, more complicated one. Geography is therefore the logical complement of history. As such it never fails to interest. Witness, for example, the tremendous interest in and success of the National Geographic Magazine. It is just this human effect which the Brigham & McFarlane geographies always seek to impress. The child's own country, as a material achievement! Then the world of peoples, as material achievements, and viewed, be it noted, from the standpoint of the young America. Geography can have no other so cital purpose for him in the elementary school. His vital need is an organized picture of the world of human life, its society, industry, commerce, government and their interrelations.

Finally, one would naturally expect the American child, schooled early in American lore, biography, history, to need a very complete picture of the great life Americans have created and are living. The Brigham-McFarlane texts supply such a picture, not only in the unusually full, well-organized treatment they give directly to American geography, but indirectly by also keeping America in mind in the treatment of foreign countries. As a practical study, the geography of the world outside of America bears fruit most when it also reveals America's world relations. Thus the real place of America as a world power, geographically, is brought out.

The method of these texts is inherent in the presentation of subject matter. You are familiar with the teacher who never needs to point to a moral after she has told the story, because she has told it in such a way that the moral was evident to her children. It was born on the surface of her narrative, and in such a way as to impress them. Perhaps, too, you have heard of the Normal Training School class, whose children had become very familiar with too evident pedagogy. One day as the practice teacher was floundering through her methods, a youngster piped up, "Hold on there, you've forgotten the ethical interpretation!" Too evident, too obtrusive method is always self-defeating. Of course, a modern textbook will make use of the best modern ideas in method, be they type-studies, projects, problems or regional treatments. But if their authors are wise these ideas will become guides merely in the arrangement, organization and presentation of subject matter. Such is the case with the Brigham-McFarlane geographies. They do not overlook the value of any pedagogic tool, but they do subordinate all tools to the unity and clearness of subject matter.

Thus the idea of the type-study is never lost sight of, though it is never obtrusive. Whenever, for example, a great industry is met, such as grain raising in the Northwest, it is given a thorough treatment, and thereafter serves as the type for grain raising everywhere. Withal, the entire text is both readable and teachable; the style is vivid and interesting. The 1920 edition brings the subject matter fully up to date at every point. There is a clear and pedagogical organization and arrangement of topics. The questions on text and maps are thought provoking. They are so placed as to offer handy reference to the maps.

The maps of these geographies have never been equalled. At every point they support the text. Clear, graphic, they are never burdened with superfluous details. They include maps for political divisions, for climate, for products, for contour and elevation. The latter are in color, the truest means of physiographic representation.

The territorial changes wrought by the World War, the location, boundaries and character of the new countries established by the Peace Treaties, the geographical effects on the older countries, the readjustments of industrial and trade conditions, all these are presented with great clearness in the new Brigham & McFarlane Geographies. Poland, Czechoslovakia, Jugoslavia, Esthonia, Letvia, Lithuania, Finland and Ukraine are taken up in the books as thoroughly as if they were not new countries, while the territorial changes in France, the British Empire, Belgium, Italy, Roumania, Greece, Germany, Austria, Hungary, Denmark, Russia, Bulgaria and Turkey resulting from the World War are carefully brought out.

In the Revised Brigham & McFarlane Geographies the color maps show all these new countries and the new boundaries of the old countries. Besides a color map of Europe as it is in 1920, there is a color map of Europe as it was before the war in 1914. Sectional maps of Europe in color show, in a striking manner, the new boundaries of the various countries. The other color maps have likewise been modified to bring them up to date. The new maps of Africa and of Australia, for example, show the present disposition of the former German colonies. A new black-and-white map shows the lands occupied by the different peoples of Europe; this is of particular interest because of the self-determination of races in the settlement of boundaries. Other new black-and-white maps show the territorial losses of Germany resulting from the war; the territorial changes in Austria-Hungary and the Balkan States; and the territorial changes in Turkey, Arabia and the Caucasus.

These texts are splendidly illustrated, both with full-page colored pictures and very many half tones from photographs. In their preparation the authors have had the use of the best collection of geographic illustrations available; but there has been no chance or hit-or-miss in their choice. Every illustration serves the text. (see,for example, the frontispiece to Book II, the Truckee-Carson Dam.) The same may be said of every graph and statistical table, all compiled from the 1920 census.

It is sufficient to examine these books, their illustrations, type, arrangement, binding, to be convinced that their mechanical make-up has achieved an artistic triumph.

SOME IMPORTANT LEGISLATION OF THE 1921 SESSION

By Sam Cohn

Probably the most important legislative policies of the state, excepting the original plan as laid by John Swett, have been formulated and carried through during the session just closed. They may be grouped under the following heads: financial, teachers' college, junior college, certification and consolidation.

The financial program, made necessary to carry out the provisions of Constitutional Amendment No. 16, is contained in S. B. 310, Sharkey, and A. B. 456, Saylor, which are practically duplicates, and A. B. 439 and 448, both by Hughes. The former, S. B. 310 and A. B. 456, provides for financing the elementary schools, the latter, A. B. 439 and 448, for high schools.

The chief features of the elementary financial program are: (1) ample provisions for teachers' salaries, particularly in the rural schools; (1) more supervision for rural schools; (3) emergency teachers where needed; (4) opportunity for blind, deaf and crippled children. The secondary financial bills made provision especially for the financing of part-time classes, and special

day and evening classes. In S. B. 628, Sharkey, and A. B. 984, Weber (duplicate bills), provision has been made for the introduction of the budget system.

In line with the special report of the legislative committee on education, S. B. 535, Jones, and A. B. 450, Hughes (duplicates), and S. B. 536, Jones and A. B. 451, Hughes (duplicates), make provision for the conversion of normal schools into teachers' colleges under regulations established by the State Board of Education. This is a guarantee of better trained teachers for the schools.

A further step in education as suggested by the same committee is found in the junior college program contained in S. B. 499 and 775, both by Harris, and A. B. 709, Hughes. These bills provide for the acceptance of certain funds from the U. S. Government and the establishment of different types of junior colleges.

With the changing conditions in education the problems of certification have become more complex. S. B. 537 and 538, Jones, and A. B. 442, Hughes, deal with this matter.

The consolidation program is contained in the following bills: S. B. 816, Rigdon, A. B. 573, Mather, and A. B. 658, Cummings.

The following bills deal with the retirement salary question: S. B. 54, Breed; S. B. 214, Jones, and S. B. 454, Carr, F. M. The proposed changes in the law are many, chief of which is an increase from $500 to $720 per annum in the annuity, an increase from twelve to twenty-four dollars in the yearly annuity contributed by teachers and a change in the sum to be paid by the state into the fund.

The matter of tenure is contained in A. B. 378 by Eksward.

Changes in the law which cannot be discussed in this article because of the lack of space are found in the attached lists of Senate and Assembly bills.

The Governor has until midnight on June 4th to sign the bills. Those approved will go into effect ninety days after the date of the adjournment of the Legislature, noon April 29th.

HOME GEOGRAPHY

The most difficult phase of geography for satisfactory textbook treatment is Home Geography for the first year in which geography is pursued as a separate study in the school curriculum. The difficulties are many and serious, because the real subject matter of Home Geography cannot be described in a textbook. The subject matter of Home Geography must be found in the immediate environment of the school in order that the subject may really be the geography of the home locality. For this reason a book on Home Geography should give specific directions for investigation and first-hand study of the common every-day phenomena of the local region. It should help the teacher who may be without special training in geography and without wide knowledge concerning the region of the school to enter the field of Home Geography as a leader of the pupils and with them investigate and understand the geographic environment of the home region.

Those who hold this point of view for the beginning work in geography will be interested in Home Geography, a Textbook for the First Year in Geography, by Douglas C. Ridgley and Jessie M. Dillon. This book leads teacher and pupils to make a direct study of the home locality from the geographic standpoint. Simple, direct presentation of exercises for the pupils; numerous, specific suggestions for the teacher; with necessary descriptive matter, make possible a systematic, progressive study of the home region throughout the year.

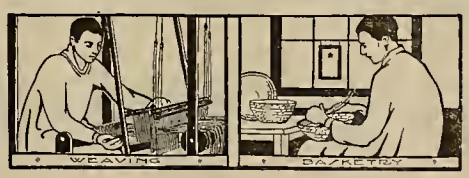
A study of food, clothing, shelter, and fuel as found in the experiences of children gives a fund of interesting information based on first-hand observation and experience and so organized as to develop clear geographic thinking. The presentation of directions in space as related to sun and shadows should develop an understanding of directions that will be of real service throughout life.

The study of the farm in the fall and again in the spring develops an understanding of the importance of agriculture and its value to city dwellers as well as to the people of the country.

The detailed study of the home town, whether a village, a small city, or a large city, is one of the striking features of this book. By means of a carefully arranged series of topics and suggestions, teacher and pupils are led to make a simple, direct and comprehensive analysis of the geographic features of the home town and its relation to other towns and to the surrounding country. Systematic map work growing out of this and other studies enables pupils to understand and interpret maps as accurate symbols of real regions.

The book presents a year's work which will develop a strong basis for the geography course of later years.

Editor's Note: Home Geography, here reviewed, is just off the press and announcement of it will be found in the advertising pages of this issue of this Journal.



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The Project

And, as stated by Freeland ("Modern Elementary School Practice," pages 6 and 7), "The problem is used to appeal to and develop the child's thought. It is more important that a child learn to think than that he memorize subject matter. . . . We present the various subjects in the form of problems, there, in order to develop in the child the ability to think.

"The subject may be defined in relation to the problem as something which the child is interested in doing and which may involve thinking, but need not always do so. If it involves much thinking, it may contain problems."

In this Course of Study, the problem represents the major unit of study, while the projects are the minor units necessary to the solution of the problem.

The presentation and solution of problems and projects should constitute a large part of the geography training in the upper grades. The method is illustrated by the following example: With a good physical map before the pupils the larger facts about California, such as position, surface features, coast line, and climate may be brought out and will provide data for the many live discussions that then arise. Such a general problem as the following one may then be introduced: To determine to what extent California might be independent of the rest of the world. The solution of that problem would involve many subtopics or projects, among which may be enumerated food supply, other raw materials, industrial products, means of transportation, and character of population.—San Francisco Course of Study.

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Superintendent Alfred Roncovieri has announced vacation schools from June 20 to July 22.

Chico has 100 per cent membership in the N. E. A.—86 memberships. This is exclusive of the normal school.

The Chico Teachers' Club for the purpose of promoting the educational interests of this community has been recently organized. The following officers were elected: President, S. P. Robbins; vice-president, R. M. Sisk; secretary, Mary Mahoney; treasurer, Constance B. Abbott; executive committee, James Ferguson, Olive Vadney, Edna Houston, Margaret Harkness.

It was decided to send a delegate to the Des Moines meeting of the N. E. A. and James Ferguson was elected delegate, with Elizabeth Griffith alternate.

Derwent Stamthrope Whittlesey of the University of Chicago and Mabel Clark Head of Department of Geography of the Salem Normal School, Salem, Mass., will be in charge of geography in the Summer Session, University California, Southern Branch.

Ethel I. Salisbury, director of elementary schools, Berkeley, Cal., will be one of the principal instructors in Summer Session of the University of California, Southern Branch.

The California School of Arts and Crafts under direction of F. H. Meyer is the standard school of its kind in the Western States. Professor Meyer has a teachers' course in art that is not duplicated anywhere in the West. Teachers and students who want to become teachers of art will find the course efficient.

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Here are some of the places, above referred to, using The Essentials of Geography: Chicago, Illinois; Detroit, Michigan; St. Louis, Missouri; Milwaukee, Wisconsin; Minneapolis, Minnesota; Denver, Colorado; Des Moines, Iowa; (First Book), Salt Lake City, Utah; Flint, Michigan; Honolulu, Hawaii; Peoria, Illinois; Saginaw, W. S., Michigan; Springfield, Illinois; Racine, Wisconsin; Davenport, Iowa.

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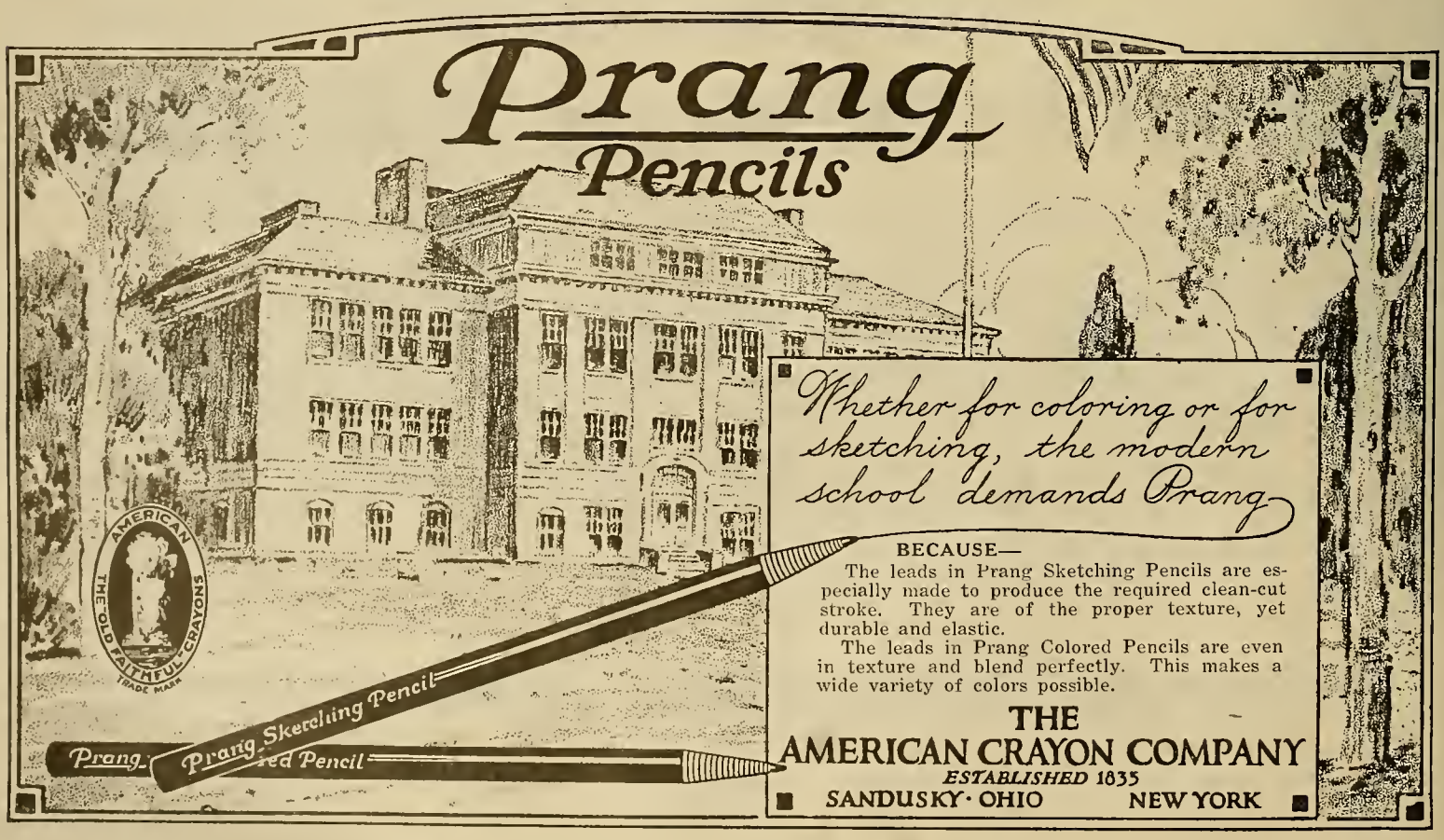

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- Molinari "Industrial Chemistry" Inorganic, (2nd Ed., 1920)
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BOOK REVIEWS

Geograph, Physical, Economic, Regional, by James Franklin Chamberlain, J. B. Lippincott Company, publishers. Price, $2.80. This is one of the school text series of books edited by William F. Russell and has the attractive features of perfect printing and binding. The content requires 504 pages and 210 illustrations for presentation. The author in the preface makes a strong plea for the teaching of geography in the secondary schools, and with a text like this it is certainly worth while. The author certainly makes a clear and forceful presentation on man and his physical environment in Chapter 1, and each chapter is carefully worked out on a logical human basis, showing the physical, economic and regional relationship. It is a book that will appeal to our readers. It is more than a geography. It is a book of human and material relationships worked out on a rational basis.

The publishers say you will gain from it a wholly new idea of why you live as you do, why your country is different from others, and why a country like China, for example, is stationary, Central Africa retrogressive, and Serbia always in trouble, while Denmark always seems to prosper. It is a necessity not only in education, but to the business man, the traveler, and the student of history; in fact it is necessary to everyone.

Principles of Human Geography, by Ellsworth Huntington and Sumner W. Cushing. Published by John Wiley & Sons, New York. Price $3.50.

The purpose of this book is to set forth the principles of geography in its human aspects; second, to provide a comprehensive but easily taught textbook for students who have reached the age when they begin to think for themselves; and third, to give teachers and students the fundamental principles of human relationship. The book differs from other books for the emphasis it places on the relationship of climate, of vegetation and diet upon the human family. The book also departs from other books, except Fairbank's, in that problems, and not questions, are placed at the end of each chapter. The book consists of 430 pages, 6x9, and 188 pictures, used exclusively to illustrate the text. It is a book that is having a large sale.

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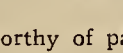

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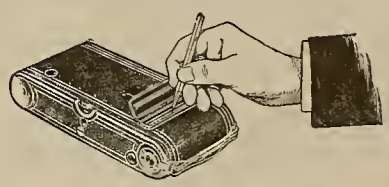
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MEETINGS

Bay Section the California Teachers, Association; W. T. Helms, Richmond, Cal., President; W. L. Glascock, Secretary.

Northern California Teachers' Association, Ella McCleary, President, Sacramento, Cal.; Mrs. Minnie O'Neil, Secretary.

Central California Teachers' Association.

Southern California Teachers' Association, Merton E. Hill, President, Ontario; Dr. E. A. Wilson, Secretary, Los Angeles.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs. Mrs. M. R. O'Neil, Sacramento, Cal., President; Mrs. I. M. C. Smith, Sacramento, Cal., Secretary.

Central Coast Section the California Teachers' Association; R. L. Bird, San Luis Obispo, President; G. A. Bond, Santa Cruz, Secretary.

California Education Officers, Sacramento, Cal., Hon. Will C. Wood, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Albert C. Olney, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Stanley B. Wilson, Mrs. Agnes Ray, George W. Stone; Elizabeth R. Phillips, Porterville.

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CALIFORNIA LIBRARY ASSOCIATION'S ANNUAL MEETING

By W. M. Culp

The California Library Association held its twenty-sixth annual meeting June 13-15, 1921, at the Tahoe Tavern, Lake Tahoe.

It was a meeting in the high Sierras, commenced in the warmth of a June day, sweetened with the incense of pine and cedar and which was most artistically closed in the whiteness and quietness of a mountain snow storm.

It was a meeting of exceptional merit. The president, Miss Cornelia D. Provines, and program committee had arranged a well balanced series of topics of vital interest to librarians that were intensely pleasing both from the utilitarian standpoint and also from that of the browsing onlooker.

The convention was attended by approximately the whole corps of librarians in the State. The County Librarians held a special union of their own on June 11. Matters of special importance to county library service were discussed.

An issue of paramount interest before the convention was the question of the proposals for co-ordination of the library and educational activities of the State under the department of education. It is to be recalled that the report of the educational committee of the State Legislature of 1919 had recommended that county libraries should be placed under the guidance and supervision of the department of education.

M. J. Ferguson in his speech on Library Legislation of 1921 outlined clearly the librarians' viewpoint, which is in opposition to such amalgamation.

"The school and the library are not rivals, but complements," he said. "The library and school have distinct lines of endeavor which touched at many points, but each could fill its part through a separate organic existence. Both in their independent way had a common opportunity to serve the State and Nation. Their work does not overlap—it runs in parallel courses. Between the two there is no assured frontier, but a straight road on which both should travel in amity toward the central goal—the education of the youth of the land."

Miss Cornelia D. Provines, librarian of the Sacramento County Free Library, in her presidential address reviewed the advances made in various branches of the profession during the past year and commented on the new lines of endeavor which are opening constantly before librarians.

George T. Clark, librarian of the Stanford University library, spoke at the opening session on "Book Buying Experiences Abroad." It was a most refreshing and delightful talk. For Mr. Clark took the convention to Old England and introduced the librarians to the old book stores of London.

At the opening session and following sessions the convention was charmingly entertained by the songs of Mrs. Arch Jack, accompanied by Miss Anne Bell Bailey, both of Fresno.

Two outstanding addresses of the afternoon of June 13 were, "A County Librarian's Dream," by Mrs. Julia Babcock, Kern County Free Library, and "What Books Shall We Buy for Boys and Girls?" by Miss Alice A. Blanchard, Los Angeles Public Library.

Mrs. Babcock gave a symposium of the joys and tribulations that come to a county librarian as she hies hither and yon over the wastes and pleasant places of her county visiting schools, coming in contact with indifference and non-co-operation, finding here and there an oasis of appreciation, with the great idea of a great work to be done, all mingled together in a dream of more service, of books and yet more service.

Miss Blanchard gave a rather searching and scathing attack upon our modern civilization as related to the average parent of the average child. She felt that a large number of parents were not doing their duty in the guidance of their children and that consequently an immense burden was being thrown upon the libraries for the securing of fit reading material for the juvenile department. She felt that this work was becoming one of the most important of the librarian's tasks.

Music in the library next held the center of discussion. Miss Jessie M. Fredericks, San Francisco Public Library, chairman, discussed "Public Library Work with Music;" Miss Mary Barmby, Alameda County Free Library, was on the programme for "County Library Work with Music;" Charles S. Green, Oakland Free Library, spoke on "Care and Circulation of Sacred Music;" "Correlation of Music and Studies in the School" was presented by Miss Essae M. Culver, Butte County Free Library; Miss Anne Hadden of Monterey County Free Library, gave an account of incidents in her experience in the work, Miss Mabel R. Gillis, State Library, "Music for the Blind."

In the evening round table discussions were held under the chairmanship of the following librarians: Cataloguing, Miss Alice M. Healy; Children's Libraries, Miss Alice A. Blanchard; College Libraries, Miss Helen B. Sutliff; County Libraries, Miss Clara B. Dills; High School Libraries, Miss Margaret Girdner; Municipal Libraries, Miss Zaidee Brown; Special Libraries, Miss Margaret Hatch; Trustees' Section, Frank H. Pettingell.

Educational Standards for Librarians was the subject of controversy on the second day of the convention. A plan for the voluntary certification of all librarians, similar to the system now established by law for county librarians and school teachers, was presented at the morning session by Charles S. Greene of the Oakland Public Library and chairman of the association committee on certification.

The committee's plan called for a certification committee of five members to be appointed by the president of the association, which would have power to establish grades of certificates covering all professional library work, and upon examination to issue certificates to those qualified. The operation of the plan would rest on its voluntary acceptance by the librarians of the State and the recognition of the committee's certificate by library governing boards.

If this unofficial system proved operative, the committee proposed to ask the Legislature to give legal sanction to the plan. This experimental trial of the plan was recommended because of the defeat in 1919 of a bill extending to all librarians the certification powers which the Board of State Library Trustees now has over county librarians.

Persons taking part in the discussion were Miss Etta L. Camper, University of California Library; Miss Stella Huntington, Santa Clara County Free Library;

Harold L. Leupp, University of California Library; Mrs. Theodore R. Brewitt, Alhambra Public Library; Miss Mary Barnaby, Alameda County Free Library; Miss Helen L. Price, University High School Library, Oaland; Helen H. Sutliff, Stanford University Library; Miss Edith M. Coulter, University of California Library; Miss Ivander MacIver, University of California Library. Papers of Miss Faith E. Smith, Los Angeles Public Library, and of Miss Helen E. Vogelson, Los Angeles County Free Library, were read.

Robert G. Sproul, comptroller of the University of California, addressed the convention on "The University of California as a Business Enterprise."

Miss Carnelia Marvin, Oregon State Library, spoke on "The Oregon Library Problem." She made the announcement that the Pacific Northwest Library Association was eager for a meeting with the California Library Association. Reno, Eureka and Crater Lake were among the meeting places suggested.

Althea H. Warren, librarian San Diego Public Library, was elected president of the association for the ensuing year. Sydney B. Mitchell, associate librarian University of California Library, was elected vice-president; Miss Eleanor Hitt, librarian of the San Diego County Free Library, was elected secretary-treasurer.

Joseph F. Daniels of the Riverside Public Library, with his customary brilliancy, started the fireworks on several occasions.

JOTTINGS OF A TRAVELING BOOKMAN

Chas. H. Camper, superintendent of Chico schools, is rushing construction for the completion of the new high school building. The contract was awarded in June.

C. M. Osenbaugh, president of Chico Normal, is considering the advisability of handling the junior college problems of the Chico high school.

Irwin Passmore, county superintendent of Butte county, has been busy in co-ordinating the work in Butte county schools.

R. W. Camper, superinetndent of Orland grammar schools, has charge of the largest number of children in Glenn county.

J. E. Birch, principal of the Willows grammar school, is looking forward to the occupancy of a new building next year. Bonds have already been voted.

W. H. Hooper, principal of the Willows high school, has made a great success this year. In athletics, especially in football, has there been a most successful season.

Miss Irene Burns, superintendent of Placer county, has the joys of visiting real mountain schools and of living in the greatest peach-growing section in the world.

Miss Lizzie Vagedes of Sutter county is considering another supervisor for elementary schools for next year.

Miss Jennie Malaley of Yuba county has spent considerable time in reorganizing the county course of study this year.

M. L. Donner, principal of the Mesa high school, Arizona, has been promoted to be director of vocational education of Arizona, with offices in Phoenix. It is to be recalled that Mr. Donner ably represented Silver-Burdett a year or so ago.

C. C. Hughes, superintendent of Sacramento schools, has made an excellent report of the progress of the Capitol City schools for the past year. During May the enrollment in the schools was 11,745; a year ago 10,251, an increase of some 1500 pupils. The high school enrolled this year 1870, an increase of 394. Mr. Hughes in his annual report recommends that more attention be given to fitting children for the life ahead of them, so that they may put into practice what they learn in school. Mere subject teaching should pass away, and the child trained to think and know the meaning of life.

Supt. Hughes during his occupancy of the superintendency has built up a reputation that reaches east across the mountains. He has been seriously considered for several fine eastern positions. Mr. Hughes' scheme for school buildings and school rooms built to give atmosphere to the subject matter taught has been commented on and copied throughout the United States.

PROF. TERMAN ON EDUCATIONAL TESTS

Stanford University has received from the Commonwealth Fund of New York a grant of $20,000 to be expended by Prof. Louis M. Terman, of the Department of Education, in furthering the study of especially gifted children on which he has been engaged for a number of years.

With this $20,000 Prof. Terman will send out five field agents to secure definite facts about approximately 1000 children of superior intellectual ability. This series of investigations are to be completed by January, 1923, and plans are being formulated to follow the future careers of these children for a considerable period of years. Prof. Terman will send them out through the state in September.

Prof. Terman, during a period of six years in which he has carried on research work with gifted children, has located nearly 200, each of whom ranges in general mental ability well within the top 1 per cent of the unselected school population and has gathered data on more than 150 of these. The $20,000 from the Commonwealth Fund now enables him, through this intensive work, to get data on a much larger number of children than would otherwise be possible in the limited time.

There has been almost no study, except that of Prof. Terman, of intellectually gifted children, although thousands of dollars has been spent on less gifted and mentally defective children. At present these gifted children may remain unidentified and submerged in the mass of the school population. The usual curriculum and methods leave their intellectual resources largely undeveloped. It is felt that it may be of greater importance to discover and to give appropriate educational opportunity to a single gifted child than to care for several hundred feeble minded.

These exceptionally well qualified children who will be brought to attention through the interest of school teachers and principals will be given a variety of tests to indicate their intelligence, their educational qualifications, and their character. In addition, ratings will be obtained from teachers and parents as to their mental and physical characteristics and as nearly complete as possible heredity charts will be secured. The study of these children and observations of their later careers, extending into maturity, is expected to throw useful light upon such questions as whether gifted children are as well endowed physically as others, what their heredity antecedents are, what the influence of environment upon them has amounted to, how their superior ability is evidenced in school, in play, and in spontaneous activities, what kinds of tests will most readily reveal their superiority, whether it is permanent or ephemeral, what difficulties such children encounter in adapting themselves to their surroundings, and so on.

The Commonwealth Fund of New York is an endowment established for promoting social welfare. One hundred thousand dollars a year of the fund is devoted to educational affairs. Of this amount one-half has been set aside this year for the study of educational finances, and one-fifth to the study of gifted children by Prof. Terman. The remainder was scattered amongst various purposes.

Prof. Terman is also directing an expenditure of a $10,000 Federal grant, made to Stanford University by the U. S. Inter-Departmental Social Hygiene Board for the study of character development in children.

He is also exercising general supervision over another appropriation of $10,000 by the Inter-Departmental Social Hygiene Board for the investigation of social hygiene methods with special reference to the education of children. This investigation will require more than a year for its completion. The work is being done through the co-operation of Stanford University and the State Bureau of Juvenile Research, the State Normal schools, and the State Board of Education and other educational agencies.

BETTER LANDSCAPE TREATMENT OF SCHOOL GROUNDS

The grounds of our California schools urgently demand an evolution from their barren, starved state to an atmosphere of invitation and of frank attractiveness. Thru wise landscape treatment they will furnish healthful inspiration to pupils, faculties and citizens, and suggest centers of learning and of culture. They need to be thoughtfully planned, carefully planted and adequately maintained to insure worthy maturity.

If a new school is being erected on a property covering several acres, the cost of improving level grounds should be fully ten per cent of the total cost of the buildings, including the fee to the landscape architect for professional plans or studies and his supervision of construction and planting. Provision should thereafter be made for future maintenance, based if possible on the more economical plan of at least partial upkeep through the team work of groups of students under the direction of the superintendent, gardener or caretaker. It is quite important that pupils should be impressed with the harmful effects of abusing and neglecting plants.

Nearly all public and high school plans now involve a layout of recreation grounds proportioned to their needs. These play-

grounds often require hedges and vines to screen wire fences or service buildings, hedges to separate game or class area and windbreaks for the protection of both players and spectators. These plantings together with shade trees for walks, open air study rooms or lunching pavilions and all ornamental mass plantings and borders should comprise plant materials selected for hardiness and resistance to drought and winds, for dignity and colorfulness.

The landscape architect with his expert knowledge of engineering, of plant materialss and of design together with his devotion to Nature and his vision for the future, is the man who can insure for the school grounds, comfort through utility and pleasure through the expression of order in its modes of harmony, balance and rhythm. "He aims at order and hopes for beauty."—Emerson Knight, San Francisco, May, 1921. Landscape Engineer.

EDUCATIONAL WORK OF THE JUNIOR RED CROSS

With nearly a quarter of a million school boys and girls in Arizona, California, Nevada and Utah enrolled in Junior Red Cross auxiliaries, the national membership in the Junior Department of the American Red Cross reaches 4,697,150 with 29,468 different auxiliaries. This enrollment has taken place during the past seven months of the school year and memberships will continue to reach Red Cross national headquarters at the rate of several thousand a month until schools close for the summer vacation, according to recent announcement made at Pacific Division headquarters.

Schools are organized into Junior auxiliaries upon the pupils taking a pledge of service and jointly subscribing for the Junior's magazine.

On the first of April the State of New York led the country in the total number of pupils in the Junior Red Cross, having 852,935 enrolled, while Pennsylvania led in the number of auxiliaries, a total of 3097.

A statement of the Junior Enrollment given out by Miss Mary Concannon, director of Junior activities in the Pacific Division, gives Junior Red Cross members in California as 209,550 in 1646 schools; Arizona, 4049 in 15 schools; Nevada, 2392 in 25 schools; and Utah, 6150 in 48 schools.

The Junior Red Cross is co-operating with the schools of the country in providing activities that make for a broad conception of citizenship. The Juniors are financing school lunches, helping children's hospitals, providing dental clinics, making school-room and play-ground equipment, making toys and garments for sick and needy children, transporting crippled children to school, participating in clean-up, thrift and school garden campaigns, and otherwise actively participating in community and welfare work.

The foreign program is largely along educational lines. The Juniors are aiding war orphans in schools in France, Italy, Albania, Roumania, Montenegro, and Czecho-Slovakia. Model Junior playgrounds operated in France and Belgium are being copied throughout Europe as an agency for the upbuilding of children. Libraries are being supplied to schools bereft of books during the war and American Juniors are now making benches and tables for schools in devastated regions of France and Belgium.

Nature Study Agriculture, by W. T. Skilling, of the State Normal School, San Diego, California. Cloth, viii + 332 pages. Price $1.68. Yonkers-on-Hudson, New York: World Book Company.

This is a brand-new textbook—new in point of view and new in method of presentation. It is written in a style so simple that it may be placed in the seventh grade or even lower where there may be occasion to do so. At the same time the essentials of agriculture are so well covered that the book may be used in any first course in agriculture or nature-study and agriculture.

At the end of each chapter is given a list of Experiments and Observations, admirably designed to give the student something to do and something to think about.

The book is illustrated with a very large number of pertinent photographs, many of which were taken by the author expressly to illustrate passages in the text. A number of specially made and very effective drawings are included.

George E. Gallagher, for seven years president of the San Francisco Board of Education until his recent resignation, has been appointed assistant vice-president of the Bank of Italy, according to an announcement made public recently by the bank's president, A. P. Giannini.

For the past fourteen years Mr. Gallagher has been associated with the H. Liebes & Company, prominent San Francisco furriers, and has been a conspicuous figure in commercial circles. In accepting the new office with the Bank of Italy, however, he is relinquishing his connection with this well known firm, and will devote his time exclusively to the interests of the bank. Mr. Gallagher is a popular member of the Native Sons Society and is widely acquainted in both northern and southern California, through his work with that organization. He was for two years a member of the Board of City and County Supervisors, and has been identified with numerous civic enterprises of importance.

George Gallagher's services to the public schools of San Francisco mark an epoch in their development. He had the courage of his convictions, and always acted from a clear sense of duty, independently of political or class pressure, especially independent of the Public School Defense Associations and Teacher Unions.

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BOOK REVIEWS

The Book of Knowledge — The Children's Encyclopedia.

Perhaps no book, nor set of books, has had as great success as the Book of Knowledge. It is owned and endorsed by 700,000 families; is published in five languages. Of recent years the public school teachers have awakened to its usefulness, and now it is recommended in courses of study, in list of books for school libraries, and for home use. It is remarkable how the children themselves promote it. A student in our elementary schools who uses the Book of Knowledge is like the boy who uses the unabridged dictionary. He becomes an accurate, self-reliant and able student. He knows that he knows. The teacher did not tell him. He got knowledge from a source book of definite knowledge. There are 20 volumes, 6582 pages, 10,000 illustrations, and 350 colored plates. The Grolier Society is really doing a great educational service in promoting this book. Teachers should call at 278 Post street and examine these wonderful books.

The John C. Winston & Company of Philadelphia report to their Pacific Coast representative, W. Cairns Harper, that the Human Geography by Dr. J. Russell Smith was adopted as a basal text in Cincinnati, and also adopted for basal use "The Making of Our Country, U. S. History," by Smith Burnham. The Human Geography by J. Russell Smith is one of the texts now being considered for adoption in California.

Adventuring in California, Yesterday, Today, and Day Before Yesterday, by Jessie Heaton Parkinson, with Memoirs of Bret Harte's "Tennessee," is the title of a book now in press of the Harr Wagner Publishing Company of San Francisco, California. Price $1.75; gift edition, in box, $3.00.

The book is liberally illustrated, chiefly with pictures caught on the way by the author, and illustrated cover design by Genevieve Hailey.

Starting out in the prelude with a fine appreciation of the scenic beauty of the hills and mountains of California, and of the achievements of its pioneers, the author goes on to reproduce, from early letters to home folks, a circuitous journey of five hundred miles and seven weeks' duration made by her husband and herself with horse and wagon from San Francisco to Yosemite Valley and return by way of the sea coast.

She attempts no real description of Yosemite's wonders, but one incident stands out vividly—a sunrise meeting on the shores of Mirror Lake.

One of the memorable camping places described was found on the way into the Valley at the home of two old gentlemen called by her "David and Jonathan."

On the return trip, down into the great San Joaquin Valley and other smaller valleys to historic, sea-girt Monterey, and, finally, over the Santa Cruz Mountains to San Francisco, is a mere sketch of the country with happenings along the way, from Burbank potato land to a great university. This seven weeks' journey is called "Yesterday."

This is interesting by comparison with the account of an automobile circuit from Stockton to Yosemite twenty years later, just after it was opened to motorists, when the two entered the great Valley on Saturday and came out the next morning.

This, with later comments, is "Today."

"Day Before Yesterday" is from a narrative written at the age of eighty. "At the Request of a Dear Friend" by one of the two 49'ers designated "David and Jonathan," whom Bret Harte has immortalized in his fascinating story of "Tennessee's Partner."

The true story of the Partners, told in the quaint, often humorous style of the old New Englander, is a mine of historic interest and accuracy, and cannot fail to repay those who read it and, with seeing eyes, journey through California in the Path of the Pioneers.

Mr. John Robert Gregg, president of the Gregg Publishing Company and author of Gregg Shorthand, accompanied by Mrs. Gregg, sailed on the 11th of June for a three months' trip to Europe.

Mr. Gregg will be engaged in organizing commercial courses and commercial schools in connection with the spread of Gregg Shorthand in England. The English people are displaying a wonderful interest not only in Gregg Shorthand, but in American business methods. The Gregg system has already been introduced into hundreds of classes and about 1500 teachers are now studying the system with the view to teaching it.

The opening of the office of the Gregg Publishing Company at 7 Garrick Street, London, W. C. 2, has given greatly increased facilities for co-operation with teachers and schools.

Mr. Gregg expects to return to America about the middle of September.

THE FLAT CHARGE PLAN OF TEACHER PLACEMENT

Many inquiries have been made regarding the flat charge placement plan that has come into vogue in California during the past few years and which has been recently put on a business basis by one of the oldest teachers' agencies of the coast. This agency (the McNeill) asserts that with a flat charge of $9 there is as much opportunity for profit as there is with a 5½ per cent commission. With present salaries it would, at first glance, seem impossible that these two costs could amount to anything approximating equality.

This seeming impossibility arises from a widespread misconception of what elemental cost in placement is. It is customary to divide the total cost of placements by the number of positions filled and say that the resulting quotient is the "unit of cost." This procedure entirely ignores the number of teachers canvassing. Real elemental cost should be determined by dividing the total placement cost by the number of all teachers who are seeking positions, as each one of these has received service and help, thus incurring expense. This statement cannot be denied when we take into account that the unsuccessful canvass might cost as much or even more than does the successful one.

The commission plan assumes that the unit of cost is based on the successful canvass. The flat charge plan assumes that the unit of cost is based on the expense incurred in any and every canvass, whether successful or not.

For demonstrating the approximate mathematical equality of the two plans we need a few figures and ratios. In an ordinary year, out of six teachers enrolled on the commission plan, one is placed. The average commission with present salaries is $72. The flat charge plan costs a teacher a $9 service fee and an average of about $3 in incidental expenses, making a total of $12.

Inspection of these figures demonstrates the general mathematical equality mentioned above. An agency receives approximately $72 for every six teachers enrolled on the commission plan, and under the flat charge plan receives or saves in extreme expense approximately the same amount; the only difference is that in the latter each one of the six teachers contribute, and only one in the former.

From the above it may be inferred that under either plan an agency may render the same service without loss. Incidentally it should also be mentioned that the flat charge plan would place almost two out of every six teachers as that plan is more co-operative. The co-operative elements of the plan are worthy of further thought. There is a strong probability that every teacher enrolled on the flat charge plan, and who really works, may be placed.

Mrs. Helen Goss Thomas of Ginn & Company's editorial staff recently gave interesting talks on the subject of geography before the student bodies at the Chico and San Jose Normal Schools.

Mrs. Thomas made a plea for better teaching of geography and more of it—claiming that it is exceedingly important that every good American citizen should have a knowledge of the geography of other lands, especially the human geography, so that when foreigners come to this country either as visitors or as future American citizens, they may be treated kindly and with an understanding which helps to remove barriers not only to trade but to friendly relations of all kinds.

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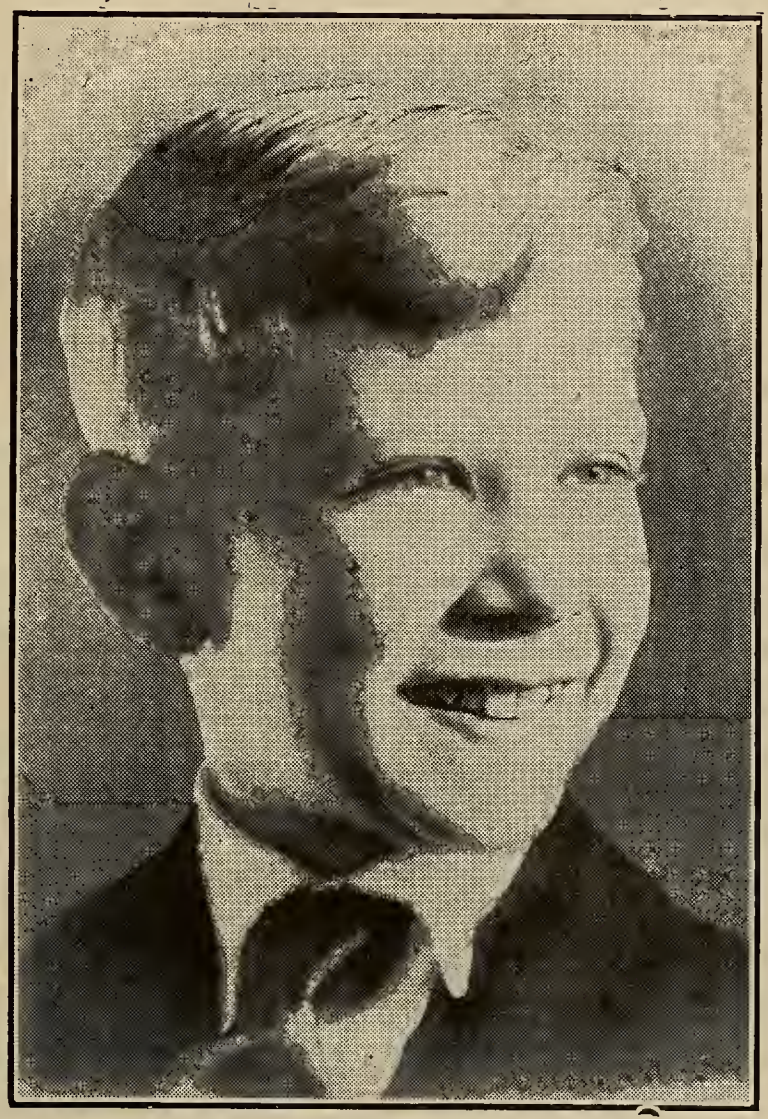

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Why is ice slippery?

Why is the sea never still?

Can a plant see?

What are eyebrows for?

Why does milk turn sour?

Why is snow white?

Do the stars really twinkle?

What makes the color of the sunset?

What makes knots in wood?

What makes an echo?

Why are tears salt?

Why is it warm in Summer?

What is camouflage?

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The Western Journal of Education readers may obtain free of charge the valuable and attractive illustrated book of specimen pages from THE BOOK OF KNOWLEDGE. Let the children decide whether this new method of education interests them. Send for FREE 80-page book which contains the following subjects: The Sun and His Family; What Our Skin Is Like; How the Nail Grows on the Finger; How the Teeth Grow; The Nerves of Smell; The Marvel of Hearing; The Lords of the Wild Kingdom; A Concrete Ship in the Water; The Wonderful Birth of the Wheat; How We Dig Up Sunshine; Making the Desert Blossom; Canada the Wonderland; The Republics of South America; The Boy Carpenter's Box of Tools; West Point and Annapolis, and others.

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THE UNITED STATES FIGHTS FORAMERICAN IDEALS AN ADDRESS MARKING AN IMPORTANT EVENT

By Horace M. Rebok, City Superintendent of Schools, in presenting the Santa Monica Memorial Open Air Theater to the citizens of Santa Monica, on the occasion of dedication of the theater to the Soldiers, Sailors and Marines enlisted in the World War. The theater is located on the grounds of the Santa Monica High School, and was erected by the Board of Education, on authority of the people of the High School District. Superintendent Rebok is one of the big outstanding educational men of his time, and this Memorial Open Air Theater is a notable contribution to his leadership.

AMERICAN IDEALS

Mr. President, Veterans, Gentlemen of the Army and Navy, and Fellow Citizens:

We are assembled today to do honor to the living and to pay befitting tribute to the dead in the dedication of this Memorial Open Air Theater to the Soldiers, Sailors and Marines enlisted in the World War.

With the same generous impulses and high resolves with which the people of this city followed our men from the quietude of their firesides to cantonments and overseas, they willed two years ago at a general election the appropriation of money with which the Board of Education was charged to build this enduring monument.

Mr. Mayor and Citizens, the Board of Education begs of you to accept this creation of brick and stone and mortar, iron and bronze, as an expression of your gratitude to the men who went forth to protect our land, uphold its ideals and defend its flag.

In the late war every educational institution in the land became a military camp and every cantonment became a university. In the exigencies of war we learned the practical value of the injunctions of all the philosophers and statesmen who have adjured us to promote public education as the first object of the nation. Henceforth this nation, any free nation, must depend for its security in peace, and its success in war, upon the two great arms of a modern state, its military and its system of public schools. That union of power is now happily recognized, and both are devoted to promote and defend the ideals of the Republic.

Since the landing of the Mayflower, more than three hundred years ago, America has stood a protest against all the autocratic institutions and powers of Europe.

The Declaration of Independence, with its particular indictments against restrictions of property and persons, was a psalm of human liberty, a hymn of freedom, an anthem of all that great chorus of men of the eighteenth century in this and other lands whose minds and souls had been unshackled—the Rousseaus, the Paines, the Jeffersons, the Washingtons—who stood in the open and unafraid. The Revolution was fought and the American Republic was established that races of men might not only assert, but practice, the divine right to govern themselves.

When the Union of States, entered upon in 1879, was assailed in 1861 by treason and rebellion in defense of the ancient and hydra-headed monster of human slavery, the ideals for which the nation was established kindled anew the fires of patriotism in every loyal home, and great armies of youths went forth to defend the principles for which that Union had been established.

After three score years have passed, we are blessed today by the presence of a remnant of those heroic armies in these venerable and honored veterans of the Civil War here about us.

And again, in 1898, when a reactionary monarchy of Europe attempted to perpetuate its cruel and wicked rule upon the fair island of Cuba by repeated acts of oppression, tyranny and death, the Soul of America cried out, "I am my brother's keeper," and armed intervention brought life, liberty and hope to Cuba and to the islands of the Pacific. The broken veterans of that war are here today as living witnesses to the sacrifices of the American volunteer for the ideals of the Republic.

It is now June, 1914; the world at peace. The toiling millions of every nation and every clime—men at their labors, women at their daily tasks, children at play, each in his way, according to race and circumstances—are seeking the means of life, loving liberty and wooing happiness. Beneath this tranquil scene the autocratic rulers of Imperial Germany, clothed with political and economic powers, are plotting to impose their wills upon other peoples and gather still greater economic tithes.

It is August, 1914. Belgium is smitten, France invaded, and the Anglo-Saxons who gave the world the Magna Charta leap to defense. Now Russia and Italy come. Allies from remote parts of the world and the islands of the seas, Mongolian and Indian and Etheopian, Christian and Pagan, mingle their banners on the plains of France in defense of the fundamental rights of men and nations.

Teutonic hordes, mad in their savagery for power and possession, still advance.

But 1917 has arrived. America now knows that free instituions everywhere have been assailed, Europe has become a holocaust—millians fallen. Civilized warfare has been abandoned, and upon land and sea the innocent and defenseless are slain with the abandonment of the Turk.

It is now that the ideals of the Republic rise above traditions of American isolation, and it is now that the American people are willing to put to the supreme test whether this nation or any nation "conceived in liberty and dedicated to the proposition that all men are created equal" should long endure.

In this spirit our men went forth. In support of them and our righteous cause we invoked the spirits of Washington, Jefferson, Lincoln, McKinley, Roosevelt, and the spirit of even Christ Himself, making of our democracy a religion at whose shrine we invited the oppressed and downtrodden of the earth to come and worship. The high priest of our holy cause built altars in foreign lands where the multitudes freely came and offered their sacrifices.

Let no ambassador at foreign court inscribe upon these sacred shrines the dollar mark, traduce the dead, or jeer the maimed, defame the flag, or tell the world we would not fight for holier cause than to protect the property of our shores. For here today we build and dedicate a shrine to all the men who stood for us and for our holy cause.

The God of Mammon would not mark this time and place and circumstance. But here we call the youth of this and future years, and bid them know the cause for which we fought, the human rights we did maintain.

"The tumult and the shouting dies,
The captains and the kings depart,
Still stands thine ancient sacrifice,
An humble and a contrite heart.
Lord God of Hosts, be with us yet
Lest we forget, lest we forget."

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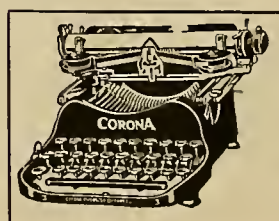
Plan.—The book contains 23 stories and 3 poems. Upon each of these (except 2 poems) 3 or more of 6 kinds of exercises have been prepared: 1, a list of words for careful study (these lists are grouped at the end of the book); 2 a list of subjects for themes and talks (one in outline); 3, questions for class discussion or debate; 4, lists of books for collateral reading; 5, exercises on the content (for both class work and individual assignment); 6, supplementary lists of collateral reading and subjects for themes and talks (also at the end of the volume).

Points of Excellence.—The selections are: 1, the very best from American authors that could be found for the purposes of this text; 2 within the understanding of the normal high-school student and yet contains possibilities for advanced thinking; 3, expressive of points of view that have come to the front in the last 10 years in social and industrial life; 4, typical of sound Americanism of a high idealistic but possible type. The Exercises are: 1, copious, practical and optional; 2, definite and sufficiently varied to meet the needs of any class; 3, in the form of questions and suggestive problems leading to healthy discussion and natural oral expression; 4, the



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Editors.—Roy Davis is professor of English, College of Business Administration of Boston University. Frederick G. Getchell is junior master in English, Mechanic Arts High School, Boston.—Ginn & Co., publishers.

Superintendent W. J. Cooper of Piedmont has been appointed superintendent of the city of Fresno at a salary of $6000 per year. The Board of Education has made no mistake in the selection of Superintendent Cooper. He is a forward looking, upstanding man, with tact, ability, energy and noted for his clear, clean thinking, and an open mind for all progressive measures. Fresno is indeed fortunate in securing a man of the type of Superintendent Cooper.

To quote from Dodge and Kirchwey: "He (the pupils) should gain from his work in geography more than from any other school subject the power of thinking accurately and quickly and testing the accuracy of his own and other people's thinking."

Geography

"In the teaching of Geography, as in instruction of every kind, the fundamental condition for success is that the teacher has so thoroughly mastered the subject himself, and takes so much real interest in it, that he can speak to his pupils about it, not in the set phrases of a class book, but out of the fullness of his own knowledge, being quick to draw his most effective illustrations from the daily experience of those to whom he addresses himself."—Sir Archibald Geikie.

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WESTERN SCHOOL NEWS

The convention of county and city superintendents will be held at Coronado September 26 to October 1, 1921. This will be a delightful place to hold the convention.

Superintendent Will C. Wood has sent out Bulletin No. 8 asking for suggestions on the following topics:

(1) Financial and Budgetary Legislation.
(2) Other Legislation Affecting Rural Schools.
(3) Laws Affecting Higher Education—Teachers' Colleges and Junior Colleges.
(4) Compulsory Education and Registration of Minors.
(5) Tenure for Teachers.
(6) The Retirement Salary Situation.
(7) Rural Supervision Under the New law.
(8) New Laws and Regulations Concerning Certification of Teachers.
(9) Proper Organization and Conduct of the County Superintendent's Office.
(10) Scientific Basis for Graduation, Classification and Gradation of Pupils.
(11) New Developments in the State School Offices.
  (a) The Reorganization of the State Office under the Governor's Plan.
  (b) Provision for Rehabilitation of Men Injured in Industry.
  (c) Supervision of Foreign Language Schools.
  (d) Organization of Schools for Itinerant Children.
  (e) The New Classification of Items in County Superintendent's Report.
(12) Reorganization of the Course of Study in Grades 7,.8, and 9 on the Junior High School Basis.
(13) Progress in Consolidation of Schools (Individual Reports).
(14) How I Am Trying to Improve the Rural Schools of My County.
(15) How to Supervise the Use of the New Arithmetic Texts.
(16) Shall We Find a Substitute for the Teachers' Institute? If So, What Shall the Substitute Be?
(17) The Rural School plant (an Exhibit of Pictures, Plans, etc.).
  (a) Improvement of School Grounds.
  (b) Plans of Buildings.
  (c) Lighting.
  (d) Heating.
  (e) Sanitation.
  (f) Wider Uses of School.
  (g) Water Supply.
(18) How Parent-Teacher Associations Have Helped the Schools.
(19) Physical Education.
  Is It Worth While?
  Is the Work Improving?
  How Can the Work Be Improved?
(20) Making the Adult Education Successful.
(21) Part-time Education.
  Is It Giving Results?
  How Can the Work Be Improved?
(22) Better Citizenship and Patriotic Instruction.
(23) The Health Problem in the Schools.
(24) School Buildings and Building Programs (Discussion by an Architect).

Many of these topics should be discussed in the annual meetings of school trustees, and all will be fruitful sources of discussion, the next few years, as the subjects hit the high spots in educational progress.

The School Bulletin, printed by the high school printing classes of San Diego, is an attractive school publication. The June issue has an excellent portrait of the new principal, T. A. Russell. It is a well edited publication.

Dr. Ernest B. Hoag, the noted expert on the health of school children, has published a survey of the Boys' Industrial School, Hawaii.

The Cora L. Williams Institute of Creative Education, Berkeley, Cal., is one of the most interesting and unusual schools. The institution will serve tea from 2 to 4 each afternoon during the Summer Session of the University of California. All interested in the work of this remarkably institution are invited to call. It is located on Arlington avenue, Thousand Oaks, and the view from the grounds is unsurpassed. Send for copy of Monthly Bulletin, Cora L. Williams Institute, Berkeley.

Superintendent Jerome O. Cross, formerly of Fresno, has been appointed city superintendent of Santa Rosa, and he has accepted the position. Mr. Cross put up a four-square fight for educational progress in Fresno and all the people who appreciate upstanding men wish him great success in his new field.

H. P. Short, formerly city superintendent of Oroville, has been elected to take charge of the Benicia schools. Mr. Short is one of the best all-around school men in the State and he is especially successful in community service work.

PUBLIC INFORMATION PACIFIC DIVISION AMERICAN RED CROSS

An appropriation of $10,000 for the rebuilding and equipping of district school houses in Serbia has been made by the Junior American Red Cross, according to a report from national headquarters. The fund will be administered by the Serbian Child Welfare Association which some time ago undertook the task of rescuing the 50,000 Serbian war orphans. One part of the program of the association was to provide adequate school facilities for these victims of the war.

In expanding its work of aiding devastated regions of Europe to provide greatly needed school libraries, the Junior American Red Cross has made an appropriation of $2110 for this purpose in Poland. Carefully selected small libraries and school reference books will be supplied where they are needed by Polish schools and orphanages. Children's libraries are also being presented by the Junior American Red Cross to the more destitute districts of France and Italy.

VISUAL INSTRUCTION

And the Development of Community Interest in the Public Schools

To date visual instruction in the schools of California has been very largely confined to the use of stereopticon and "reflectograph" projection. The wonderful possibilities of the cinema or moving picture has been overlooked entirely by some, feared by others, and in general it has been considered too big a proposition to attempt by most. But the success and beneficial results attained by our more progressive institutions during the last year have attracted the interest and attention of every progressive educator of this State and Nation.

While the educational use of moving pictures is still in its infancy, enough, however, has been accomplished to prove its value beyond any question of doubt. Upon investigation we find that there is a great quantity of suitable films obtainable through the various film exchanges and film rental agencies. The Society for Visual Instruction, of New York City, has compiled a complete list of educationals, and the Los Angeles city school board and many others have very complete lists of educational and recreational subjects suitable for use in schools. So that now the securing of proper films is no longer a very difficult problem.

Many school boards have already considered the use of moving pictures of sufficient importance to appoint deputy superintendents of visual instruction, who in turn appoint one or more expert projectionists who supervise the purchase of projection apparatus, its installation and operation. The cities of Los Angeles, Cal., Sacramento, Cal., Little Rock, Ark., Boston, Mass., Detroit, Mich., and many others have adopted this or similar systems of organization and distribution.

This plan may be just as successfully employed by the district or county boards or where the local school boards have not the funds for such work the individual schools may secure their own movie equipment by giving a series of entertainments to which both the children and their parents may attend, thus making the machine and equipment pay for itself. Weekly or semi-monthly programs consisting of:

Travelogue, one reel, 15 minutes.
Current events, or
Scientific subject, one reel, 15 minutes.
Clean comedy, one or two reels, 15 to 25 or 30 minutes.
A select feature film, five or six reels, one hour 30 minutes.

Such programs have proven very satisfactory and will provide funds for purchase of equipment and the rental on strictly educational subjects for use in the class room, for which no charge should be made.

The community center entertainment plan is an excellent way in which the use of the public schools can be extended to the benefit of the whole community, resulting in greater interest by parents and taxpayers in school work.

Recently the writer's attention was called to a new projection just placed on the market especially constructed for school use, and knowing the need and importance of good projection, I called upon Mr. Edward H. Kemp, the Pacific Coast distributor, and Mr. Arthur F. Howell, sales manager, of the Acme Portable Motion Picture Projector, at their sales and display rooms at 114-116 Golden Gate avenue, San Francisco, Cal., stating the purpose of my visit. Mr. Howell, who is an expert projectionist, proceeded to give me the benefit of his knowledge in the operation and construction of moving picture machines, particularly those adaptable to use in schools, including the various standard theatre models.

I was particularly interested in the Junior, the Acme No. 11 and the Acme S. V. E. model. These models are especially adapted to public school use. The Acme S. V. E. has a stereopticon attachment, which is of the greatest service in school use. These motion picture machines must be seen to be appreciated. There are improvements for safety against fire, for oiling, for holding the picture, for lecturing purposes.

The Acme is certainly serviceable and will meet the needs of the schools.

THE PAN-PACIFIC EDUCATIONAL CONGRESS

On August 11-21, next, there will convene in Honolulu, Territory of Hawaii, a notable gathering of educators drawn from the countries bordering the Pacific Ocean.

The Pan-Pacific Union, Honolulu, representing the countries of the Pacific, having an international board of trustees and supported by appropriations made by Pacific governments, under the far-sighted leadership of the Governor of Hawaii, who is its President, and Alexander Hume Ford, its Secretary-Director, has planned for a series of conferences for the purpose of bringing together delegates from all the Pacific peoples to discuss matters of common interest to the end that all the Pacific nations and peoples may be brought into a more friendly relationship through better mutual understanding. The first of this series, a scientific congress, was held a year ago. The forthcoming educational conference is the second of the series.

At the request of the Pan-Pacific Union the Secretary of State transmitted through the diplomatic officers of the United States accredited to the states and self-governing colonies bordering on the Pacific an invitation to send delegates to the congress. Also upon request of the Pan-Pacific Union, the United States Commissioner of Education undertook to arrange, in co-operation with a committee of the Union, a program of procedure and to preside at the sessions of the congress.

The Program

The broad outlines of the program follow:

I. Educational Conditions in Pacific Countries:
  A. Organization and support of education in each country.
  B. Practical workings of the system.
    1. Administration.
    2. The schools in relation to the needs of the people in each country.
  C. Program for the future.
    1. Needs.
      (a) Physical plant and equipment.
      (b) Personnel.
      (c) Funds.
    2. Practical program for development.

II. Educational Relations.
  A. Educational and mutual understanding.
    1. Teaching of language and literature.
    2. Teaching of history, political organization and social institutions of Pacific countries.
    3. The arts and religion.
  B. Education and industry.
    1. Resources of Pacific countries.
    2. Technical education.
    3. Commerce.
  C. Education and science.
    1. Teaching of various branches of descriptive science.
    2. Education and research.
  D. Exchange of instructors and students.
  E. International education organizations.

Delegates from the United States

The Commissioner of Education was also requested to name the delegates to be sent from the United States. These comprise the following:

Dr. Frank Bunker, Bureau of Education, secretary of the congress.

Dr. David P. Barrows, president University of California.

Dr. David Starr Jordan, ex-president Leland Stanford Junior University.

Dr. Frederick L. Burk, president State Normal School, San Francisco, Cal.

Dr. E. O. Sisson, president State University of Montana.

Dr. George M. Stratton, professor of psychology, University of California.

Mr. Frank Cooper, superintendent of schools, Seattle, Washington.

Mr. T. E. Finegan, State superintendent of public instruction, Pennsylvania.

Mr. Vaughn MacCaughey, superintendent of public instruction, Territory of Hawaii.

Mr. Alexander Hume Ford, secretary-director, Panama-Pacific Union.

Dr. A. L. Dean, president of the University of Hawaii.

Dr. A. F. Griffiths, president Punahou School, Honolulu.

ELMER LACEY SHIRRELL

Elmer Lacey Shirrell of Santa Barbara, supervisor of the Los Angeles local office, has been promoted to district vocational officer for this the Twelfth District of the Rehabilitation Division of the Federal Board for Vocational Education, with district offices in the Flood Building, 870 Market Street, San Francisco. This district includes California, Nevada and Arizona.

Mr. Shirrell graduated from the Santa Barbara High School and studied law at the University of California, where he afterwards became an instructor.

When America entered the world war he resigned his teaching position at the Bakersfield High School and entered the 364th Infantry, which later became part of the 91st Division. He saw overseas service, arriving in France July 19, 1918. He was in action at St. Lezier, St. Mihiel, and at Argonne Forest, and was at Lysscheldt, Belgium, when the armistice was declared on November 11, 1918.

After Mr. Shirrell's return from overseas, he married Miss Eleanor Jones, of Oakland, a graduate of Mills College and later instructress in English at that college. Mrs. Shirrell has always been actively identified with work in the Christian Church.

After being discharged from the army, Mr. Shirrell became a member of the Federal Board, and five months ago was promoted to the supervisorship of the Los Angeles office. Mr. Nicholas Ricciardi, district vocational officer for this district, was elected to and accepted the presidency of the California Polytechnic School, San Luis Obispo, to begin his duties on July 1st. Mr. Shirrell now succeeds to Mr. Ricciardi's office.

The California district has always been considered the model for the other thirteen districts. It is expected that Mr. Shirrell will continue the high standards set by his worthy predecessor. He has already achieved an enviable record both for doing things and getting them done.

For the Coming Year

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BANK OF ITALY
Head Office

With the opening of the Bank of Italy's new head office building, at Market, Powell and Eddy streets, Monday noon, June 27, a unique institution is add to San Francisco's financial and social communiyt.

Every member of every San Francisco family will find within the four walls of this new structure an appropriate place to transact banking business in all its various forms. Father, mother, sister, brother—and even the "kiddies," are individually provided with a particular place to do their banking and a suitable means of doing it.

For the children who are embarking upon the important character-building period of their lives, the School Savings Department, on the sub-floor has been established. Here the old maxim, "a penny saved is a penny earned," finds exemplification in the method used to teach thrift and encourage the habit of saving. Members of the bank's staff, selected for their special qualifications, direct the work of this department and give the necessary instruction in banking procedure to make each child an earnest and intelligent saver. Already more than 27,000 California school children are using the Bank of Italy's facilities and have accumulated over $800,000.

This is the institution of which Geo. Gallagher, who was president of the Board of Education for so many years, has become vice-president.

The bank gave a luncheon to the editors and others of San Francisco on Friday, June 24.

The Bank of Italy, with its many branches, is one of the great institutions of the West, and under direction of Dr. A. P. Giannini, president, the head office bank, with its thirty-four branches, will do much for California.

WESTERN SCHOOL NEWS

A meeting which served as an epoch-making affair in the educational life of San Francisco took place at the Palace Hotel on Wednesday, June 1. It was the school day function of the California Industries. Mrs. Helen Sanborn of the Board of Education introduced the various speakers. R. D. Quinlan, chairman of the association, turned the meeting over to her. The co-operation of business and education was the keynote of the meeting. A. J. Cloud, deputy superintendent of schools, made a really great speech on the public schools as an invention. It was forceful, clear in logic, sound in reasoning and timely. W. H. DeBell gave an interesting talk on vocational schools, Aaron Altman on art, and Superintendent Roncovieri on the needs of the schools. The school people certainly acquitted themselves well before the business men of the city.

Superintendent Roy Cloud of San Mateo county held his annual convention of school trustees at San Mateo, Saturday, June 11. W. H. Hanlon of Contra Costa, George Schultzberg of Monterey and Sam Cohn of the State office were the principal speaker. School Laws, Consolidation and School Efficiency were the principal topics. Superintendent Cloud "knows how" when it comes to making a trustees' meeting a success.

Superintendent W. H. Hanlon of Contra Costa county is carrying on a survey of the schools of the county. He intends to standardize as far as possible the rural schools under his supervision.

Hon. Stanley B. Wilson of the State Board of Education delivered the graduating addresses at Lodi high school, William Inch, principal, and at Turlock, Cal., J. P. Ratzell, principal. Mr. Wilson is California's greatest orator, and high school students who hear him are specially privileged and his high ideals of citizenship will leave an indelible impression on the young men and women of today.

The Lowell grammar school, under the leadership of R. A. Lee, held unique graduating exercises. Miss Irish, the efficient teacher of the eighth grade, arranged to have a moving picture and arranged to have Mr. A. L. Howell give an up-to-date educational show. The school owns an Acme model, which is put out under the auspices of the Society of Visual Education. The expenses were just $6 and the affair was educational and entertaining.

Fred M. Hunter, president of the N. E. A.; Arthur Chamberlain, of the Sierra Educational News; James Ferguson of Chico, and other delegates to the N. E. A. meeting at Des Moines, Iowa, are on their way.

Jerome O. Cross has accepted the city superintendency of Santa Rosa. Mr. Cross is a man of ability, progressive and a good fighter. Dr. Frederick Burk put Santa Rosa on the map some years ago. Santa Rosa has always a leaning to big educational men. On the roll of service are the names of Burk, Cox, Bunker, Anderson, eDWitt, Montgomery and Brownscomb.

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No other city can name a list that has more to do with shaping our educational policies.

The June issue of the Sierra Educational is a fine issue, devoted to the County Library Service. Articles of great value by Milton J. Ferguson, Essae Culver, Bessie Silverthorn, May Dexter Henshall, Stella Huntington, Celia Gleason, Cornelia Douglas Provines, Marion Morse, Sarah E. McCardle, Virginia Bacon, Alice G. Whitbeck, Ida M. Regan, Joseph F. Daniels, Lillian Gunter, Katherine D. Kendig and Sydney B. Mitchell were among the contributions.

Governor Stephens failed to sign the Teachers' Retirement Salary Bill increasing the payments to the fund from $12 to $24 per year on the part of the teachers and the payment of retirement salaries from $500 to $7.20. It is unfortunate that the bill was not signed. There is no question of the justice of paying the teachers $720 per year who have been forced by illness, age, or temperamental disability from active service. There are a number of reasons that the bill was not signed. Some of the opponents of the bill, like the San Francisco Chronicle, are in favor of old line insurance for teachers, and the Teachers' Retirement Bill is too near a real social service to suit them.

The county librarians at Tahoe were delighted with the lecture on "Maps—Where to Get Them and How to Read Them," or something of the kind which Mrs. Helen Goss Thomas gave before the librarians' convention.

The only three counties in Washington to change geographies thus far this spring have taken the Frye-Atwood texts. In missouri, five out of six counties changing have taken the Frye-Atwood.

F. A. Wagner has just closed his fifteenth year as principal of the Ventura High School. Under his supervision the school has changed from the old academic

Just Published

Finch's Everyday Civics

By CHARLES EDGAR FINCH
Director of Junior High School Grades and Citizenship, Rochester, N. Y.

Conditions today demand more than a mere book knowledge of our governmental institutions. They call for the pupil's active participation in work of a civic character. In no other way can he acquire real citizenship training.

This book differs from other textbooks in combining the strong features of a community civics with the essentials of the sound, older-fashioned treatment of civics in general, especially the origin and functions of Federal government. It makes action rather than a mere knowledge of facts the basis of citizenship training. At the outset it gives an attractive plan for organizing the class as a club and for paralleling its activities with those relating to government. It impresses upon the student the fact that citizenship is something to be lived rather than talked about; that a good citizen must be intelligent, well-informed, active, ever on the alert for opportunities to render service.

It emphasizes the importance and meaning of the Federal Constitution, partly through the pupil's experience with his school constitution.

It discusses the "American Book of Rights" in a way that will be sure to impress the student with the rights and privileges as well as the duties and obligations of each citizen.

It develops a respect for our courts and an appreciation of the important work that they are doing.

The many attractive illustrations and accompanying explanations suggest active participation of the citizen in his community and help to make the text more real to the student.

The book is so arranged that it can be used to advantage either independently or in close relation with the regular work in United States history.

The work is especially suitable for the seventh and eighth grades in the elementary schools and for the civics courses of the junior high schools.

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It is understood that Mr. Wagner will take a brief vacation and will then return to the profession of teaching, in which he has made such a signal success.

The Home and Its Relation to the World. By Harold W. Fairbanks, author of "California," "Home Geography," etc. Harr Wagner Publishing Company. Pages 190. Price $1.50.

Mr. Fairbanks is well known for his work in the field of Geography. He has in this volume in the series of New Progressive Geographies presented a volume of great merit. It is developed, in the words of the author, "according to the problem method." "The purpose," says Mr. Fairbanks, "of the book is two fold. It undertakes in the first place to familiarize the child with his environment and to show how his life is affected by it. In the second place, it takes him over the world, not a world of facts made up to be memorized, but one filled with strange and interesting people with whom he has more or less to do." From first to last the book is information-giving and at the same time interesting to a degree. Mr. Fairbanks writes well for children. Under such topics as "What Is a Desert?" "Supplies for the City," "How to Tell Direction," there are set forth the problems that influence the life and development of the people. The book is rich in illustrations, well chosen because they fit in with and amplify the text, and relate to cause and effect, to the industries, manners and customs of the people. There are a number of colored pictures, including a splendid frontispiece.

The Harr Wagner Publishing Company as a California firm is doing some most commendable work, and deserves the support of the educational interests of the West.—A. H. C., Sierra Educational News for June.

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The Story of Matka, by David Starr Jordan. With an appendix containing an article, The Fur Seals of the Pribilof Islands, by George Archibald Clark. First of the Animal Life Series. Price 80 cents. Yonkers-on-Hudson, New York: World Book Company.

No more charmingly devised nature story than this can be cited. It will make a stirring appeal to the imaginations of boys no less than girls and will hold the interest of very young readers as well as those of high school age. It is a quaint and moving romance of the fur-bearing seals of the Bering Sea.

Who is not intrigued by the weird and fascinating beauty of those far, white-covered lands, and who does not read with hungry avidity the details of life and activities in those ice-bound nooks and crannies at the top of the world? In the hands of a master stylist such as Dr. Jordan, the tale of seal life is unfolded in a series of intimate and accurate pictures that will ever endear the "silken haired ones" to youthful readers. The little wars and the wooings, the young adventures, and the dark tragedies that may take place in the life of a fur-bearing seal are vividly pictured; and while Dr. Jordan admits that the conversations recorded may be fanciful, there is no doubt as to the scientific accuracy of the facts embodied in this story.

The story is a mine of delightful information about the valuable and unfamiliar denizens of the northern seas. Did you know that a young seal must shed its hairs seven times before it is the proper color, the rich "seal brown" that we know, that seals were in the habit of shedding tears and groaning when emotionally aroused, that after swimming south for the coldest season the seal herd always returns to its old home in the spring? These are but some of the fascinating tidbits of information that are told.

This delightful story is adequately illustrated by photographs as well as original drawings by Chloe Leslie Starks.

It is a book that will be welcomed and loved in any child's library, and is suitable for supplementary reading in the fifth grade and up.

This is a new edition of the book formerly published by the Harr Wagner Publishing Company, San Francisco.

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The U. C. Summer Session at the University of California promises to be the largest in its history. Over 4500 students are expected to be enrolled at Berkeley.

T. O. Renfrow, principal of the Kingsburg high school, is attending the summer session at Berkeley.

Geo. R. Monsyer, principal of the Brawley high school, is taking a course in high school administration at the U. C. Summer Session in Berkeley.

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In this series Books I and II, while largely arithmetical and geometric, respectively, are not rigidly confined to one field or the other, and Book III, likewise, while largely algebraic, aims to give new meaning to arithmetic number relations and processes, while geometry continues to give meaning to algebra and offers with trigonometry an interesting field of application.

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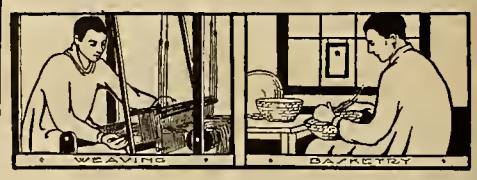

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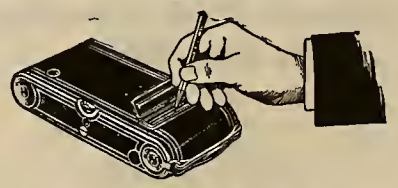
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Vol. XXVII. No. 7 SAN FRANCISCO, JULY, 1921 Price, 15 cts.

MEETINGS

Bay Section the California Teachers, Association; W. T. Helms, Richmond, Cal., President; W. L. Glascock, Secretary.

Northern California Teachers' Association, Ella McCleary, President, Sacramento, Cal.; Mrs. Minnie O'Neil, Secretary.

Central California Teachers' Association.

Southern California Teachers' Association, Merton E. Hill, President, Ontario; Dr. E. A. Wilson, Secretary, Los Angeles.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs. Mrs. M. R. O'Neil, Sacramento, Cal., President; Mrs. I. M. C. Smith, Sacramento, Cal., Secretary.

Central Coast Section the California Teachers' Association; R. L. Bird, San Luis Ohispo, President; G. A. Bond, Santa Cruz, Secretary.

California Education Officers, Sacramento, Cal., Hon. Will C. Wood, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Albert C. Olney, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Stanley B. Wilson, Mrs. Agnes Ray, George W. Stone; Elizabeth R. Phillips, Porterville.

The Western Journal of Education

HARR WAGNER, Managing Editor.
OFFICIAL DEPARTMENT — Official News and Articles furnished by Will C. Wood and other members of the State Department of Education.
ALICE ROSE POWER, School Director, City and County of San Francisco, San Francisco, Associate Editor.
HERBERT F. CLARK, Editor for Southern California.

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ITEMS OF PUBLIC INTEREST FROM PROCEEDINGS OF THE STATE BOARD OF EDUCATION, JUNE, 1921

The State Board of Education met in regular quarterly session in Sacramento on June 27-July 2, 1921.

Mr. Wilson called attention to the fact that the San Quentin State Prison makes a specialty of manufacturing desks and chairs and that Warden Johnston desired the co-operation of this department in bringing this information to the attention of the school people in the hope that they might buy this furniture for the schools. The Board was unanimous in the opinion that some plan should be worked out to interest the school people in this matter. Dr. Stolz and Mr. Beswick were directed to inspect the models and offer necessary suggestions. It was also suggested that Mr. Wilson ask Superintendent Wood's permission to present this matter at the superintendents' convention.

The Board authorized the Commissioner of Elementary Schools to call one or more conferences on retardation and school adjustment. She was directed to call one of these conferences sufficiently early so that the findings might be taken up at the superintendents' convention.

The Board authorized the Commissioner of Vocational Education to call one or more conferences on the subject of vocational opportunities for women and he was empowered to arrange for these conferences to include employers of labor as well as educators.

The Commissioner of Secondary Schools was authorized to list as new books on the authorized list of texts the following books published by the Macmillan Company which had been dropped from the list on account of overcharges to high school districts: Black and Davis' Practical Physics; Black's Manual of Physics; Peabody and Hunt: Elementary Biology; Fuentes and Francois: Praictical Spanish Grammar.

The Board voted to hold an art conference in San Francisco some time during 1922 under the direction of the Vocational Education Department.

Dr. Snyder submitted the following special reports: Supplemental Report No. 1, relative to suggestive changes in Bulletin No. 23A; Supplemental Report No. 2, relative to the California plan for the rehabilitation of injured persons, established in accordance with the provisions of the State and Federal rehabilitation acts.

The Commissioner of Vocational Education was authorized to submit to the Federal Board for its approval when the law becomes effective the plan for vocational rehabilitation in education in accordance with the copy submitted to the State Board of Education.

The matter of the appointment of a supervisor under the rehabilitation act, and of such additional employees as may be needed, between the date when the law becomes effective and the next meeting of the Board, was referred to the vocational education committee, in conjuntcion with the president and the executive secretary and the Commissioner of Vocational Education, with power to act.

Miss Murchie informed the Board that she is planning to prepare two bulletins—one on the Status of Home Economics Education in California and the other on California Grown and Manufactured Products. The latter bulletin is being prepared at the request of Mr. Stanley B. Wilson, chairman of the Vocational Education Committee.

The following rule which was adopted at the joint annual conference with the State Normal School presidents, was approved:

"That the general elementary certificate and the junior high school and high school certificates shall hereafter designate on the face thereof the special subject or subjects in which the holder had specialized in particular, (1) that the elementary certificate shall specify the subject or subjects chosen from the special elective or electives which the holder is qualified to teach; (2) that all junior high school certificates shall entitle the holders thereof to instruct in the grade classes and subjects specified therein; (3) that all general junior high school and high school certificates shall name the major and minor subjects which the holder is specially qualified to teach."

The geography texts submitted to this Board in answer to its advertisement were referred to the Cabinet for investigation and report, such investigation to be conducted under the direction of the Commissioner of Elementary Schools.

In accordance with the recommendation of the executive secretary that the annual conference of the University and the teachers' colleges with the State Board of Education for discussion of teacher training be called at Coronado during the week of the superintendents' convention, the Board decided to hold its next quarterly meeting at Los Angeles, beginning September 21, and at that time hear the arguments of the publishers on the geography texts, adjourning the following Saturday afternoon to continue the session at Coronado and meet with the teacher training conference.

Amendments to the Rules and Regulations of the State Board of Education to be printed in the 1921 School Law were approved as recommended by the Cabinet.

The regulations governing minimum essentials for graduation from high school were modified. The principal change is included in the following statement:

"The course of instruction for each student who is a candidate for graduation shall be organized to include a subject or group of subjects, the purpose of which shall be to prepare such students for a vocation or for entrance to a higher institution of learning preparing for vocations. The instruction of each student shall include subjects which will provide the fundamentals for the training of such student and shall be selected from the following subjects:

"1. English (including, if desired, citizenship).
2. Mathematics (including, if desired in vocational courses, mechanical drawing).
3. Foreign language (30 credits in one foreign language or 20 credits in each of two foreign languages).
4. Physical and biological science.
5. Social science (including history, civics, economics, social study, etc.).
6. Music.
7. Graphic arts.
8. Business and commerce.
9. Agriculture.
10. Homemaking.
11. Trades and industries and other prevocational and vocational arts.

"Each course of instruction leading to graduation shall include at least 30 credits of work in each two of the five subjects or groups of subjects numbered 1 to 5 inclu-

sive and must include 20 credits in English, 10 in laboratory science and 10 in United States history and civics. These credits in English, science and history may be included in the two groups of 30 credits each mentioned above."

Mrs. Helen Keller of Los Angeles was offered a position as assistant to the Commissioner of Elementary Schools for a period of four to six months to undertake special work in connection with the Thorndike Arithmetics. Mrs. Keller accepted the position.

Superintendent Wood called attention to the fact that A. B. 769 approved by the Governor provides that a course in fire prevention shall be given in the elementary, secondary and normal schools of the State. Superintendent Wood stated that he had conferred with representatives of the National Board of Fire Underwriters, that the National Board of Fire Underwriters had prepared an excellent manual on the teaching of fire prevention which had been adopted by the department of public instruction of the State of New Jersey, and that the National Board of Fire Underwriters agreed to allow us to use the plates therefor at not less than three nor more than four cents each. The manual was prepared under the direction of the U. S. Commissioner ,P. P. Claxton, and, in the judgment of Superintendent Wood, is a very fine one. However, he suggested a supplementary chapter on the prevention of forest fires in California. Since the law had been passed without making an appropriation for the printing of a text on the subject of fire prevention, a motion was offered and unanimously carried that the bulletin on fire prevention be printed at the State Printing Office, or purchased, the cost thereof to be paid by the State, provided the State Board of Control will set aside a sufficient amount out of its emergency fund, and that the executive secretary be authorized to take the matter up with the State Board of Control.

Retirement Salary Business

Retirement salaries were granted as follows:

Five Hundred Dollars per Annum: N. T. J. Beaughan, San Francisco; Edith M. Brooke, Los Angeles; Lillian M. Clark, Bozeman, Mont.; Mary M. Cox, San Francisco; Henry M. Daniels, Fullerton; Cassie A. Davidson, Berkeley; Annie E. Dowell, Los Angeles; Sylvanus G. Dunbar, Oakland; Anna Dunlap, Diamond Springs; Bertha E. Dworzazek, San Francisco; Mary C. Ellis, Oakland; Eva M. Frank, Newport Beach; Fannie Hare, San Francisco; Mary A. Harrigan, San Francisco; Lillian D. Hazen, Los Angeles; Helen M. Hitchcock, San Francisco; Ada B. Kelly, Los Angeles; Etta Kinney, San Jose; Mrs. Sarah E. Koehn, Julian; Cecil Wirt Mark, San Francisco; Lillie A. Martin, Lakeport; Samuel Pressly McCrea, Redwood City; Oliver Petty, Eureka; Mrs. Mary N. Platts, Ceres; Marion Rahm, Oakland; Carrie E. Roberts, Racine, Wis.; Mrs. Emma D. Shearin, Pacific Grove; Eleanor M. Smith, Berkeley; Clara M. Spellman, Los Angeles; James Stringfield, San Luis Obispo; Reginald H. Webster, Ross; Mrs. Mary L. Westover; Fresno; Mrs. Eva Whalen, Ono; Jessie Williamson, San Jose.

Under Section 14 of the Law—Lillian Lydia Birch, San Francisco; Alice J. Dye, Los Angeles; Mrs. Lesa Bell Lane, Pismo; Mary F. McIsaac, Sausalito; Mrs. Mary N. Minta, Stockton; Lulu M. Morgan, Long Beach; Mrs. Clara F. Osgoode, Kentfield; Jeanette I. Saunders, San Rafael; Hattie M. Tilson, Castroville; Honoria Tuomey, Bodega; Clyamon M. Vanderburgh, Madera.

Refunds of erroneous salary deductions, amounting to $177.75, were granted.

The Board authorized the investment of $102,000 in Sacramento city school bonds.

The District Court of Appeals of the Second Appellate District of the State of California rendered a decision adverse to the Board in the matter of the appeal taken from the Superior Court of Tulare County in the case of William F. Dean vs. The Retirement Salary Fund Board. The Board voted unanimously to request the Attorney General to appeal the Dean case to the Supreme Court.

The Board adjourned to meet in Los Angeles, in the Board's offices, 812 Pacific Finance Building, September 21, 1921, and with the teacher training conference at Coronado on September 26, 1921.

Respectfully submitted.

WILL C. WOOD,
Executive Secretary.

THE PRIVATE SECRETARY

By J. H. Janson

President Standard Secretarial School, Berkeley, California

In the articles titled "The Private Secretary" which I have been asked to prepare for the Western Journal of Education during the next few months, it shall be my endeavor to clarify some misunderstandings relating to the term "Secretary," or "Private Secretary," as well as to furnish the reader with such information about the elements in the make-up of a really efficient secretary, the duties of the position, and the training necessary for such a position, that those who read may know of the responsibilities attached to the position and the unequaled opportunities for rapid promotion to the executive position itself.

There is no difference between the secretary and the private secretary. The word "private" is frequently used, and originated in the custom of English gentlemen and ladies who employed private secretaries to manage their personal affairs. They were known as "private" because they usually lived in the homes of their employers. In these days, such persons are generally known as "social secretaries," although they may be required to attend to certain designated interests and affairs of their employers. In using the word "private," which means "confidential," or "not to be divulged," it applies equally to any efficient, reliable and trustworthy secretary exactly as to any faithful stenographer or bookkeeper. Any office person should know that the correspondence, the accounts, and even the general routine of business with which he becomes acquainted, are confidential, and his employer's interests must be safeguarded. In this sense the term "private" is very apropos, and the private secretary must realize that the information he acquires in the course of his association with his employer is confidential—that under no circumstances may he discuss the business affairs of his chief with outsiders. The private secretary must not only be a good stenographer, but must possess those mental and moral characteristics required by the confidential duties associated with the position.

The man or woman who has a good general education as a background, and who will pursue a course of secretarial training, such as is afforded by the Standard Secretarial School, Berkeley, will find through a secretarial position that business is not only the most fascinating occupation in the world, but that business offers to both men and women the largest possibilities for achievement.

This country is studded with shining examples of achievements gained through proper secretarial training intelligently applied.

Miss Sarah H. Young, business manager of the Elsie Lincoln Benedict Lecture Bureau, with a salary of $48,000 a year, was a stenographer in an office at $100 a month but a few years ago.

Miss Anne Kaechele, office manager of the R. L. Queisser Company, dealers in brick, Cleveland, Ohio, was sent to this firm as a bookkeeper and stenographer.

Miss Olive Cole, advertising manager of the Gillett Safety Razor Company, started as a seretary or stenographer.

Judge Rhea Whitehead, of Seattle, Wash., made her start as a stenographer-secretary.

Hugh Chalmers, F. W. Woolworth, Judge Landis, A. Mitchell Palmer, Charles M. Schwab, and others of equal prominence, started with business training.

The field is wide and opportunity beckons the ambitious young man and women to enter, but preparation in the technique of shorthand and typewriting, accounting and secretarial routine should first be mastered by attending a good school where sound business principles are taught.

THE LABORATORY METHOD OF TEACHING FOREIGN LANGUAGES

By Florence M. Baker

There are few subjects in the curriculum of the high school or the intermediate school which the pupil drops more readily from his course of study than the foreign language, and there are few cases in which the cause of failure is less carefully analyzed. It is not the subnormal child who fails, for such children rarely enter the language classes; it is the normal boy or girl who does fairly well in other studies. What then is the reason? The pupil will say it is because he has no taste for languages, but just what a "taste" for language is he cannot tell—neither can his teacher. There is no psychological evidence of a mind which cannot learn languages, for we all have learned at least one. He will say, then, that he has not a sufficiently good ear, yet the importance of the ear in mastering languages is less emphasized as time goes on. Deaf people learn to speak nowadays, while, on the other hand, people with perfect ear training, like our foreign musicians, for example, often speak English very badly. Finally, we are told that the student should have begun long ago if he really wanted to master the language, preferably at the age of three or four years. With curious inconsistency we claim that foreign languages are very difficult and yet that the time to undertake them is in very early childhood, even babyhood. Those who make this claim forget that it takes a baby

many years of constant practice to learn his own language, and even then he has only a very tiny vocabulary and can do no more than express his needs in the baldest fashion.

To learn a language quickly means that one must, firstly, understand the laws that govern the language, its pronunciation, its grammar, its idioms; secondly, use intelligently such tools as dictionaries, reading material, charts, etc.; thirdly, extend one's command of the tongue by generalization, i. e., applying the expressions learned in the class to make new sentences. Now the high school student or the child in the upper grammar grades is mentally well suited to undertake such a study; in other words, to study the language scientifically, but the trouble is that it is not always presented to him in a scientific way—that is, by a course of lessons in a laboratory as other sciences are.

The laboratory method is so called because it rests on the principle that a foreign language is acquired by a series of experiments under favorable conditions in a place specially planned for such experiments. A student's success in learning Spanish in Spain is due to this principle. The foreign language becomes for him a workshop, whose materials are at his disposal; he learns while traveling, walking, sitting, eating; every person, every object becomes, as it were, a teacher, adding, each one, something to his knowledge. All his senses come into play, the things he sees and touches lose the names they formerly had and take on new ones; short idiomatic sentences or expressions ring in his ears and are constantly before his eyes and soon glide smoothly from his own lips, so that the end of each day sees an ever-increasing facility, an ever-growing collection of words.

It is this environment that the laboratory method seeks to provide, a place where one learns with all senses and with both pleasure and speed. The student has, of course, perhaps only half an hour a day here to do what he spends all day doing abroad, but on the other hand he gets in the laboratory the advantage of a conscious pedagogy which systematizes the subject matter, thereby saving time and avoiding much repetition. It has, too, a system of pronunciation; it shows the pupil how to produce sounds instead of letting him learn in a hit or miss fashion by imitating his neighbors in Spain.

The Laboratory

A room designed for the teaching of a certain subject should be so furnished as to make its purpose evident at the first glance. The visitor should not have to say, "What do you teach here?" Our manual training classrooms are now so furnished, but not so, or very rarely, those in which amademic subjects are taught. In the Laboratory method of teaching languages the equipment is as indispensable as machine or tools in the woodworking rooms or typewriters in the commercial department. But the fitting out of a language laboratory is by no means as difficult or expensive an undertaking. Two hundred dollars would probably cover all the expenses, and then there is no more cost in upkeep than for the ordinary classroom. The room should be furnished, if possible, with tables instead of desks, so that the pupils can see each other instead of looking for inspiration at the blackboards or the backs of their neighbors' heads. It must be remembered that while it may be desirable in other studies that the pupils should be isolated as much as possible, that they should look at the teacher and not at one another, that they should be silent and let the teacher speak, in the Spanish class the opposite of all this is true. A pupil's duty is to speak as much as possible, to co-operate with his fellow student, and it is therefore very necessary that he should be able to look at him. There should be plenty of room to walk about—indeed, most of the pupils, if permitted, will spend most of the lesson period standing, as they will need to examine the different objects in the room.

The accompanying illustration gives a sketch of a simple language laboratory. Tables are used instead of desks, but as most of the equipment is around the walls the ordinary school room could be so fitted up with desks in the center and leaving sufficient room for the students to walk around on all four sides. As blackboards are not so necessary here, there is only one, which is in the front of the room. There are no notices in English on the walls and all signs of the nationality of the students are removed, except the American flag which hangs side by side with flag of Spain or whatever country is being studied. In one corner is a small table with magazines and newspapers. Under the windows are cupboards which contain games, music, etc. On top of one cupboard is a small model dining-room, bedroom and kitchen in which the objects are all labeled; on the other are toy animals, tools, telephones, etc. The space between the windows is used for phonetic charts, a mirror (before which the students practice the sounds), a set of colors with the names attached, a picture of a human figure on which the different parts of the body can be indicated, and a large clock face for learning expressions of time.

In the corner near the window is a piano with books of Spanish songs and a supply of typewritten copies of the words. On the wall opposite the blackboard are pictures representing Spanish life and scenery, cuttings from magazines, posters, illustrated jokes, etc., and on the narrow shelf which runs along the wall are picture postcards, photographs, railroad guides, catalogues and Spanish money. In the two corners near the doors are bookstands containing a set

We are indebted to Milton Bradley Co., 20 Second street, San Francisco, for a jar of Adhezo, "Sticks Like Glue," and if all salesmen had the qualities of Adhezo, the experts on the psychology of salesmanship would not have so many adherents.

Human Geography, by J. Russell Smith, John C. Winston & Co., has been published for basal use on a five-year contract in Kansas City, Mo. This follows the recent adoption of this book in Cincinnati, Ohio.

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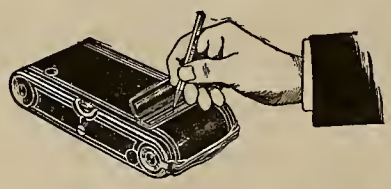
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of readers, the standard grammars, half a dozen dictionaries, a cook book, a bible, books of travel, simple poetry, etc. On the wall between the doors are three large maps printed in Spanish, one of Spain, one of Europe, one of the world. On the shelf beneath these are games, authors, divided proverbs, fortune telling, flags, etc.; a collection of small cards with printed letters for word building and cards with words for sentence building; grammar cards similar to those used in the Montessori material, with the different parts of speech on different colored cards; a toy trunk containing clothes with the names on tags; a box full of textile materials with the names on each; a shallow box divided in several sections and containing coffee, tea, sugar, salt, etc., with the name below each.

The Method

So much for the equipment. The pupils should use it often and freely, but without a carefully prepared program behind it they can advance very little. Every step in the course has to be carefully planned, and while its object is to reproduce the pupil's life as it might be in Spain, there must, of course, be much artificial arrangement. He must take his Spanish in larger and more condensed doses than he would abroad. The subject matter is classified according to its nearness to the pupil's interests. The teacher must assemble her material before the lesson just as she would in a cooking or dressmaking class, and have a lesson prepared that will stimulate her pupils to continue with the use of the material after her part of the lesson is over. He has geography lessons, draws a map of Spain and the Spanish-speaking countries, fills in the principal cities, rivers, mountain chains, railroads; he examines the map of the world and sees the Spanish names for all the places he is familiar with in English; he plans trips through Spain; he studies climate, the industries, the exports, the imports of Spain, as well as its animal and plant life. In the arithmetic lesson he learns to count rapidly in the foreign language, to add, subtract, divide and multiply; he makes out expense accounts in Spanish money, writes out bills from the grocery and drygoods store, looks up recipes in the cook book, and makes out bills of fare. Nor is grammar neglected—on the contrary, through the use of the colored grammar cards even the very young pupils become acquainted with the fundamental rules of the language. Then, too, the large amount of speaking which is part of the method helps to train the pupil to put his words together correctly. In this manner, whatever be his aim, to go abroad or to prepare for college, he is going to obtain the training he needs.

This method is very remote from the recitation, where the teacher questions and the pupil answers; nor can it be found in the repetition of books well studied. To the student the grammar, the dictionary, the reader should be simply so many tools which aid him in his self-expression. The trouble with most of our foreign conversation is that we memorize other people's remarks, and thus when we want to use these expressions they will not always come when called. The idiom will stay if it is learned sincerely—that is, if it is a result of the pupil's own thought-experience; otherwise the only recourse is memory, a doubtful friend. Therefore the student is allowed plenty of time for thinking and the more freedom he gets in the choice of subject matter the more elastic will his language become. At least twenty minutes a day are allowed for individual work and during this time the teacher goes around the room explaining games, correcting faults of pronunciation and talking to the diffident pupils. The class divides into groups, two stand at the map questioning each other or planning a journey, some look through the picture books or read a story, another group takes a set of labels and places them in front of the different objects on the shelves, some take chalk and play word games on the blackboard, two take the telephones and carry on a conversation, while others sit and talk Spanish together. It must be remembered that the handling of objects and the repeating of their names at the same time form a powerful mental association. In some schools where teachers now use objects, this fact is unfortunately often overlooked. The teacher it is who holds up the object and says, "What is this?" That is a pity, for not only does the teacher have all the fun, but she deprives her pupils of one of the most important means of acquiring an easy control of words.

The formation of a laboratory is question needing much thought and experiment. The teacher will always find something new to add, something old to reject, and she must be merciless in discarding any material that has not proved its worth. Though she may regret that her school does not supply her with a ready-made laboratory, there is a distinct advantage to her in working up her own collection, for it stimulates and regulates her method of teaching. Her role is a difficult one; she must steer between giving her pupil a maximum of liberty and yet not leaving him alone and helpless. Self-expression must be the keynote. He is traveling in a strange country and she must be his guide, but she must let him think his own thoughts and speak his own words.

CATHOLICS AND STATE EDUCATION

It is true, of course, that it might be difficult to secure a platform acceptable to all church officials at the present time, as there are many conflicting opinions on education among them. However, there are certain points on which an agreement is quite general, and these happen to be the points relative to which the greater number of questions regarding the attitude of the church is now raised. The great majority of Catholics agree to the following: They believe that general education for all youths in the United States is necessary for the well-being of the State, and the prosperity, health and safety of its individuals. They agree that it is the right and the duty of the State to require that all children receive a certain amount of education, the minimum being fixed by State legislative enactment. They believe that the State should maintain free public schools so that this minimum education essential to its well-being will be available to every child whose education is not provided otherwise, and that these schools should be supported from public money raised by taxation or otherwise from all citizens regardless of whether or not they have children attending the public schools. They believe that every American citizen should have the right to send his child to any type of school he may wish provided that the school is meeting at least the minimum requirements set by the State and that it is truly American in its teachings. Criticisms of Catholic schools and education have come almost wholly from people without definite information of what was being done. The average American knows that the Catholic Church in the United States is American to the backbone; statements to the contrary originate from ignorance and bigotry. — By Archbishop Dowling.

The above is an official statement of the Catholics and their attitude to State education. There are always two sides to a shield, and the above is clear and definite, and radical Catholics and anti-Catholics should read and consider. There would be much less trouble in this world if every one had an open mind to both sides of a question.

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EDUCATIONAL QUESTIONS

By Professor C. W. Childs

Pioneer Teacher of California, President of San Jose State Normal School for many years, and later Lecturer and Supervisor of Visual Instruction in Oakland Schools.

Edison and others have published questions which are intended to test the knowledge of those who attempt to answer them. Anyone may answer correctly a large per cent of these question and not have a good, practical education. A realizable education ought to give incentive and power to achieve, and is spiritual, intellectual and physical in its attainments. Such an education is acquired partly in schools but mostly through accurate observation and thoughtful reading while actively engaged in the duties of life.

I present a few suggestive questions as a better test of one's intelligence and education:

(1) As a foundation for a good education, what kind and amount of instruction in—1, reading; 2, spelling; 3, writing; 4, drawing; 5, arithmetic; 6, geography; 7, grammar; 8, history; 9, music; 10, hygiene; 11, morals and manners; 12, physical culture; 13, manual training and domestic science—ought a pupil to receive while passing through the eight grades of public schools? Based upon a knowledge

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of your children's school attainments, what is your estimation of school work in your community, and why instruction in numbers 10, 11, 12 is usually better in schools than in homes?

(2) How religious sectarianism (now more than 200 sects in the United States) originated, why it exists and where in the Bible is there a strong exhortation for its restriction, in the interest of more real spiritual culture?

(3) Why not revolutionize and probably spiritualize church work by establishing community churches with a very simple creed, such as, for instance, the ten commandments, the Beautitudes, the Twenty-third Psalm, and a greater part of Chapter One of First Corinthians?

(4) What are the strong and the weak features in foreign missionary work, and what the characteristics of home missions?

(5) What is Islamism, its tenets, location, numbers, and why is it seemingly supplanting Christianity in Africa?

(6) What and why a great unrest in Islamic regions and probable results?

(7) Locate and describe the seven great physiographic regions of California. State some of the effects on human affairs within the area of each of the greatest four regions, produced by geographic and geologic conditions.

(8) What is the Marshall scheme for conserving the rains and snows of California, and why not adopt it?

(9) What counties of California are losing wealth and population, and why?

(10) State the various schemes of supplying water to our bay cities and merits of each.

(11) Locate and describe nine great physiographic regions of the United States and state the nature of geographic and geologic influence upon human affairs within the area of each.

(12) Why Wstern Europe is the ideal home of modern civilization, and why and how man has interfered with and prevented a full realization of its geographic advantages?

(13) Locate and describe Mesopotamia and state why anciently it was an important region, why also in world war and now.

(14) State where, how and why certain regions in Europe have been greatly modified by the action of man.

(15) State some of the geographic conditions which greatly influenced the history of the thirteen original colonies.

(16) State the evidences in Palestine and Central Asia, showing the pulsations of climate in those regious in past ages.

(17) How do the giant trees of California seem to show pulsations of climate in that region?

(18) What was the Great Ice Age, where and when it existed, and how it affected the area covered by its ice?

(19) What great engineering schemes are proposed and greatly needed in China, and why the people of the United States should assist in exploiting them?

(20) State the Munro Doctrine and how it differs greatly from the Japanese Paramountcy of the Orient?

(21) Why and how England holds Egypt, how this control has benefited Egyptians, and why questoned now?

(22) In what particular ways are we now affected by the lives of these American captains of achievement—Washington, Hamilton, Jefferson, Franklin, Lincoln, Roosevelt, Fulton, Eli Whitney, Alexander Bell, and Edison?

(23) Locate, give reasons for location and importance of Pearl Harbor, Soo Canals, Tropic of Cancer, the Fall Line of the United States, nitrate mines, Kiel Canal, Danzig, Baku, Falkland Islands, The Rand.

(24) Give an account of American geographical expansion since the Revolutionary War, and state some puzzling questions pertaining to our island territory, to be solved.

(25) State the causes of our moon's physical condition, and how the moon affects the earth and its people.

(26) State the annual cost of conducting your State Government and the ways in which money is raised to pay it. Suggest how this seemingly extravagant expense may be reduced.

(27) Give an account of the banking system of the United States and state why all our paper currency is at par while currency of European countries it at a large discount.

(28) A noted geographer has named three places, two in the western and one in the eastern hemisphere, which, because of location, environment and people, will probably be the site of the greatest three cities of modern times. Locate these.

(29) Define a mandate and state what ones England, France and Japan hold.

(30) Why every person in the civilized world is deeply interested in transportation problems? State three different ones.

(31) State the particular physical defects found in recruits mobilizing for the world war, and how military discipline may remove and frequently prevent such disabilities; suggest some objectionable features in school physical culture.

(32) State some of the principles of sanitation, and the causes of tuberculosis, colds, malaria, yellow fever, bubonic plague, pneumonia, etc.; how prevented and remedies now used.

(33) State the excellencies and the defects in the management of public affairs in your community.

(34) As a citizen of this community, are you doing your whole duty in contributing to its welfare by carefully studying all proposed questions affecting your community, voting at all elections, and trying to elect the best qualified persons for office? Why not?

(35) What kind of special training of brain or hand, or both conjointly, seems likely to insure opportunities for employment now and in the future?

(36) Give an account of the rapidly expanding farm bureau movement, why and how it originated, its objects, and why people in cities should assist it?

(37) Suggest a very important duty which the State Board of Education, in conjunction with school superintendents, should perform soon.

(38) Good homes are the units of a perfected civilization, and anything that tends to injure the home threatens the life of the nation. The cardinal virtues that make for enduring, pleasant homes are patience, charity, self-control, sobriety, industry, economy and thrift. The daily records of

Notice to Competitors

in the

Geography Prize Essay Contest

Instead of using the exact title as given in the June Number of The Western Journal of Education, please note that the subject upon which all contestants are to write is—*"THE IMPORTANCE OF EMPHASIZING THE SUBJECT OF GEOGRAPHY IN OUR SCHOOLS OF TO-DAY."*

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Contest open to all fourth, fifth, sixth, seventh, and eighth grade pupils in California public and private schools who write and send to Ginn & Company—publishers of the Frye-Atwood Geographies—before December first articles of not over 1000 words on the subject above given.

NOTE: The name of the writer should not appear on the manuscript, but in a sealed envelope accompanying the article should be given the name and home address and the grade of the writer, also the name of his or her teacher of geography.

The judges of the contest will be announced later. Prizes will be awarded before Christmas.

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divorce proceedings indicate a lamentable lack of these qualities in many of our people. Why these conditions?

Recent school reports state that an unusual amount of demoralization now exists among students, and teachers think that much of the blame for this may be laid to inordinate pleasure seeking, often expressed in a great liking for auto-joy rides, sensational movies, trashy novels, and modern dances. Where shall we place the blame for these habits of dissipation, and what shall we do to be saved?

The Son of Pio, by C. L. Carlsen, is a vivid description of incidents and accidents in the Philippine Islands in the year 1906. Pacifics, the son of Pio, is a "brown" American, and the "nunchaclio" servant of El Dangeroso, an ideal teacher for the Filipinos. El Dangeroso is more real than the movies, so, too, is the Presidente of Badi, who is very, very bad, and the Presidente of Mapia, who is very, very good, which in itself tells you about what conditions must have been in the aforesaid year of 1906.

Pacifiico and his sweetheart Emiliana are two of a kind and have to live and have their being where the course of true love never runs smooth. Emiliana was a "deer to be hunted and tamed by the Presidente and his vile nephews, Palfilro and Guillermo. The way she succeeded in eluding them makes the story thrilling and exciting to the end. E. P. Dutton & Company, publishers.

NEWS AND EDUCATIONAL DEVELOPMENT IN THE NORTHWEST

Ruth Thompson

One of the reasons given today for the rapid progress in the civilized world is the constant communication, one part of the world with another. Telegraph, cables, telephones, ships, trains, newspapers combine with other factors in making this "touch" system complete. So it is we progress.

It does not come amiss in educational lines to see what other schools and districts are doing. Every up-to-date community is alive with new ideas. Every live community likes to be in touch with ideas in other communities.

A trip through Northern California, Oregon and Washington, with visits made to county and city superintendents, teachers and book people, reveals some new ideas and shows what is being done in educational lines.

The great Northwest is alive and progressive. It is not only receiving new ideas, it is giving them out.

Following is some of the news and the progress of the schools in the Northwest:

Shasta County, California

With a population of 3000, Redding, the county seat of Shasta County, has 500 children of school age, according to F. A. Fordcrhase, principal of the school. There are twelve elementary teachers and there is one kindergarten teacher.

The number of children and the increasing demand for educational facilities have led to the plan of a campaign for a school bond issue of $90,000, which will probably be instituted this fall if Foderhase's ideas "take" with the public.

This will include money for an eight-room school house, an auditorium, gymnasium, domestic science and manual training departments.

The desire for more teachers in Shasta County was expressed by County Superintendent Mrs. Charlotte Cunningham. Last year it was hard to manage, according to the county superintendent, and the summer schools in particular suffered. Summer schools are those held in the mountains, where winter terms are impossible owing to the cold and snow.

Progress reported by Mrs. Cunningham during the past year includes two new school buildings in old districts and one consolidation with Tehama County.

The great need in Shasta County, according to school authorities, is a county library. Efforts are constantly being made to impress upon the county board of supervisors the need of the county library system in Shasta. The only recourse teachers now have is the county superintendents' circulating library and a city library in Redding, which consists chiefly of donations.

J. O. Osborne, principal of the Shasta Union High School, hopes to build up his library and, with his teachers, plans to make some additions to the book shelves this summer.

Siskiyou County, California

More applications for positions have been received this year from teachers by Mrs. Kate Horn, county superintendent of Siskiyou County, and the outook is more favorable for progress in educational lines, resulting from a full teaching staff. Last year, according to Mrs. Horn, it was impossible to fill all vacancies.

Progress in the schools in Siskiyou County during the past year, as summarized by Mrs. Horn, follows: Organization of one new school district; two branches of the Siskiyou High School established at Weed and Sisson, respectively; a branch of the high school, consisting of first year work, in Montague; funds raised for new elementary school is Sisson.

Every school in Siskiyou County belongs to the county library.

This northern county is so large and the mountain roads are such that Mrs. Horn, in making her round of visits, finds it necessary to ride horseback in some districts. She averaged one hundred and thirty-five miles on horseback last year.

"Siskiyou County is as large as the State of Massachusetts," Mrs. Horn said, "and it is a wide territory to cover. Our enrollment last year was 3400 pupils in the elementary schools. We have 429 pupils in the high schools and two kindergartens, one in Yreka and one in Dunsmuir," she stated.

Corvallis, Oregon

Interested in the personal development of each pupil and in his progress, J. O. McLaughlin, city superintendent of Corvallis, Oregon, has employed a special teacher who will give an intelligence test to each student in the grammar school and the freshman year of the high school this fall. After the results of the tests have been ascertained, the student will be placed and helped accordingly.

Other features of the Corvallis school work which Mr. McLaughlin has instituted include not only the high school orchestra, but an orchestra of forty or fifty pieces in each school; supervised student activities and special emphasis on literary and agricultural topics.

"Our literary, dramatic, social, athletic and debating activities are all under close supervision," McLaughlin said. "We have a definite program for each and it enters into the high school credit work.

"Every student when he reaches the tenth grade must join a literary society. He cannot get his English credit unless he belongs to one of these societies. The students must learn English, how to speak and write correctly. The State requirement is for three years of English. We require four."

Agriculture is taught by the progress method in Corvallis and the students at the University assist in the teaching.

The manual training course is particularly practical. Household mechanics are taught; this includes elementary plumbing work, house wiring, mending of all electrical appliances and fixtures.

Corvallis needs more high school teachers, according to the city superintendent.

The three grammar schools are well filled and another year it is expected there will be a new elementary school building.

Salem, Oregon

The children of Marion county, under their superintendent, Mrs. Mary L. Fulkerson, are keeping up their thrift work which developed during the war. Last year the children saved $35,000.

One of the distinctive features of the rural school work in Marion county is the outline of instruction issued every two months by County Superintendent Mrs. Fulkerson. This aids the rural teachers in keeping up with the work and puts them in touch with other districts.

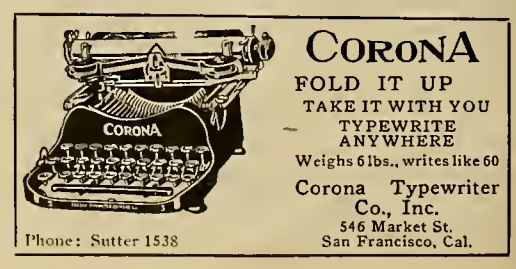
According to Mrs. Fulkerson the big thing recently accomplished in her schools has been the co-operation with the private schools. The children in the private schools have the same training as those in the public schools and all take the same eighth grade examinations.

The Industrial Club work of Marion county is a live factor. Co-operation with the Oregon Agricultural College and the U. S. Department of Agriculture has resulted in a great deal of home industrial work in raising cows, pigs, chickens, growing various crops and in cooking and sewing. Credit is given for this work and exhibits are made at State and county fairs. Marion county recenty won the prize in the pig club work.

Portland, Oregon

In another two years the course in teaching offered in a two-year course at the high school in Portland will be extended to a four-year course, according to P. A. Getz, who is in charge of the normal training school.

County Superintendent Alderson of Portland is taking a course in the University of California summer school.



Vancouver, Washington

Residents of Vancouver and vicinity are still enthusiastically commenting on the historic parade given by the Vancouver school children in May under the supervision of City Superintendent C. W. Shumway, assisted by the high school principal, De Garis Reeves, and two teachers who were on the committee, Mrs. Blanche Benedict and Miss Lillian Porter. The parade was the story of Vancouver from the days of the primeval forest to the present time. Some of the features of the parade were: the discovery of the Columbia River by Captain Gray; Lewis and Clark explorations; Hudson Bay Company; coming of the missionaries; Amos Short and family; Treaty of 1846; evolution of the schools of Vancouver. The pageant was prepared in a short time, Superintendent Shumway says, and the expense to the school department was about $300.

"We had the co-operation of all teachers, children, parents, private and church schools, business firms; in fact, all persons in the city," Shumway declared. "The many lessons learned by the children in the spirit of co-operation, costume designing, hand-work, history, were simply invaluable. We have been asked to repeat the parade and some time in the future we may do so."

The parade was a mile and one-half long and included 3000 school children.

Superintendent Shumway has been connected with the Vancouver schools for the past twenty-six years.

Seattle, Washington

The State of Washington is to have a reading list in the schools which will embrace good literature and selections for children to read. Miss Elizabeth Clarahan, head of the method department in Seattle, is in charge of the work of compiling the list and is directing a corps of nine assistants. The list will be completed immediately. The work is graded and classed and will be circulated among the teachers in Washington.

Miss Clarahan is leaving Seattle to accept a position in the East this fall.

Seattle is planning drastic reductions in its funds used for school purposes owing to complaints of extravagance made by a taxpayers' league. In his twenty years' service as city superintendent, Mr. Cooper has built up a strong and efficient school system, residents agree. It is claimed that more money is spent yearly in the Seattle schools than in the San Francisco schools and the former system has been recommended to take lessons in economy from the San Francisco Board of Education.

Olympia, Washington

Mrs. Josephine Corliss Preston, state superintendent of schools in Washington, attended the recent meeting of the National Educational Association in Des Moines, Iowa. She was president of the association last year. H. M. Hummel, director of vocational education under the Smith-Hughes Act, also attended the N. E. A. He is now attending the session of vocational directors of all the States, in Minneapolis. Special attention is being paid in Washington to the vocational work in the schools, according to Edwin Twitmyer, high school inspector.

Miss Dorothy Shank, State supervisor, is devoting her time to interesting girls in home making.

C. L. Carroll, who has been teaching

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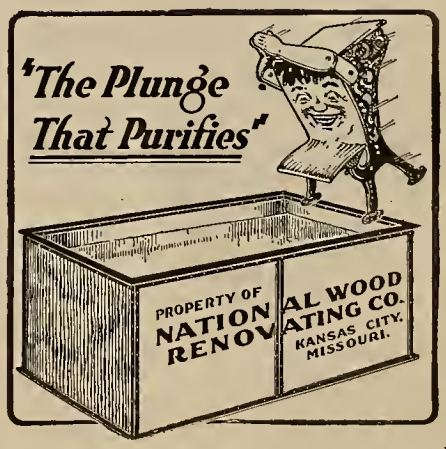

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in the schools of Thurston county for the past thirteen years, has been made superintendent of Thurston county, following the resignation of Mrs. Cassandra Brown. Mr. Carroll is planning consolidation of schools where practical.

According to school authorities in different parts of the State of Washington there is no shortage of teachers here. In some districts all applicants are informed that positions are filled and there are already a number of teachers on the waiting list.

Teachers' cottages or "teacherages" in the outside districts are popular in Washington. There are about 289 in the State, according to school officials.

WESTERN SCHOOL NOTES

Superintendent Bugbee of Humboldt, Superintendent Hamilton of Del Norte, Superintendent Roy Good of Mendocino and Superintendent Young of Trinity will hold a great joint institute at Eureka this fall. It will be one of the most important educational gatherings ever held in this section of the State.

Thaddeus Rhodes, principal of the Daniel Webster School in San Francisco, was chairman of "The Project Method in High Schools" debate at the High School Teachers' Association at Berkeley, Cal., on Friday, July 15th.

The State Department of Education has issued a bulletin of the school laws passed by the last Legislature and approved by the Governor. The new school laws and amendments are greatly needed, and the State Department is to be congratulated on sending them out at such an early date.

The San Francisco State Normal School has three hundred and fifty students enrolled in the summer session.

President E. L. Hardy of the San Diego State Normal School is directing an unusually fine summer session this year. The course of study with its many up-to-date and forward-looking variations will have an influence on the teaching force of the Southwest that cannot be measured in dollars.

C. C. Bras, who conducted the Northwest Journal of Education for so many years, is no longer connected with it. The June issue is a "personal word," containing as neat and effective a farewell note as we have come across in our journalistic experience. He also prints the poem, "To My Successor," on the editorial page, which shows that he has the appreciation of that which is deeper than mere petty details. The Northwest Journal of Education, under the editorship of Mr. Bras, has been an independent force—an individualistic enterprise, with pep, and a strong human interest in educational men, measures and methods. Mr. Bras will continue his work at the head of the Bras Teachers Agency, Arcade Building, Seattle, Washington.

J. H. Ackerman, who was for twelve years superintendent of Oregon, and who has for twenty-five years been a prominent educational leader in the Northwest, died from a stroke of apoplexy recently. He came to this State some years ago on a lecturing tour, and had many friends among educational leaders.

Mr. Clyde S. Jones of Minnesota will be the resident representative of the World Book Company in California. Miss Vira Georgeson, the popular young lady who represented the company for the past few years, has been promoted to the head offices at Yonkers, N. Y.

Superintendent F. H. Forderhase of Redding has solved the vacation problem, and has added five hundred to his income by serving as an expert bookkeeper and efficiency man. A vacation spent in dawdling, in idleness, in trying to pass the time, without direction, is the worst possible form of preparation for the arduous work of the school room. Health and vigor come to one, not by searching, but by a fine exhilaration of mind, exaltation of spirit and being in a receptive mood where health conditions exist.

A Study of the Types of Literature, by Mabel I. Rich. The Century Company, publishers.

This is one of a series of anthologies of English and American literature for high schools, with at least one volume for each school year; and lists for $2.00. The other three volumes will appear within the next few months. These are a ninth grade book by J. F. Hosic, of Teachers College, Columbia University, and W. W. Hatfield, of the Chicago Normal College; a tenth grade book, by C. C. Certain, of the Northwestern High School, Detroit, Mich.; and an eleventh grade book, by O. B. Sperlin, Supervisor of English, Tacoma, Wash. Miss Rich, the author of "Types of Literature," which is for the twelfth grade, is in the English Department of the Missoula, Montana, High School.

In A Study of the Types of Literature the chronological arrangement has been followed. Each type is traced from its earliest appearance to the present day, and those that have come to be regarded as the best examples of each form have been noted and, wherever possible, given in full and studied. There are admirable introductions and notes, suggestions both for teachers and pupils, outside readings; in fact, everything essential to the high school course. Miss Rich has at last provided a way of escape from the formal history of English litreature on the one hand and the over minute, pedantic study of three or four estimable matespieces on the other.

First Lessons in Batik, by Gertrude C. Lewis. G. Prang & Company, Chicago. Price $1.50.

This is a practical handbook giving full information for Batik dyeing and tie dyeing on various fabrics. It is carefully illustrated.

Permodello Modeling, by Bonnie E. Snow and Hugo B. Frochlich. The Prang Co., Chicago. Price $1.50.

This handbook on modeling will certainly be a great help to this new art craft that makes people think with their fingers. Permanent modeling clay has opened up a most delightful field of art. This fascinating educational work should be used more and more in our schools.

Common Sense in School Supervision, by Charles A. Wagner. Bruce Publishing Company, Milwaukee. Price $1.30.

This is a new book by Superintendent Wagner of Chester, Pennsylvania. It is attractively printed, and is written in the most delightful English. It is to supervision what "John Swett's Book on Methods" was to teaching. Among other topics he discusses,: Do Teachers Like Supervision?; The Teacher; Supervision An Irritation; Supervision An Inspiration; Self-Supervision by Teachers; Supervision of Instruction; Who Shall Rate the Superintendent ?; Unsolved Problems of Supervision; What Two Teachers Think of Supervision, etc., etc.

Superintendent Wagner is certainly to be congratulated on presenting so clear and well balanced a discussion of supervision.

Comrades of the Desert has been placed on the reading list for pupils in the State of Washington. It is a juvenile book with a punch, a thrill and an uplift. It gives boys and girls the right spirit of adventure. It will inspire many a boy or girl to earn money to get an education. Edwin Twitmyer, high school inspector of Washington, says: "Comrades of the Desert is an interesting, inspiring book for boys and girls. It rings true. It is full of interest and it is the only book I know written for children about our Pacific Coast deserts."

Superintendent W. L. Stephens of Long Beach, California, is one of the thoughtful men in the administration of schools. Long Beach under his direction has worked out some of the most forward looking contributions to the course of study not only in Long Beach but in other cities. His teachers respond to new and progressive methods.

Hugh J. Baldwin, formerly superintendent of San Diego County, is editor in chief of the Western Humanitarian, published at 1412 South San Pedro street, Los Angeles, Calif. It is a very attractive publication; the illustrations are fine, the articles are brief, to the point, and well written. It is one of the best sample copies we have ever seen of a magazine with a real purpose. Copies should be placed in the hands of every fifth grader in California.

Hon. A. C. Olney in a fine address before the High School Teachers' Association emphasized the fact of the scarcity of well prepared teachers for positions in California, and Hon. Will C. Wood stressed the fact that salaries of teachers were still too low from an economic and comparative point of view.

Hon. Samuel M. Shortridge delivered the address of the day at the twenty-seventh pilgrimage to the Joaquin Miller log cabin in Rock Creek Park, Washington, D. C. Congressman Arthur M. Free of San Jose also gave an address. It is a delight to the people of California who love the romance and poetry of the West that "the absent ones" in Washington do honor the memory of the "Poet of the Sierras." Here are the lines Joaquin Miller wrote to his log cabin lovers:

To My Log Cabin Lovers

Dear, loyal lovers, neighbors mine
Of California, Washington,
What word of mine or deed or sign
Can compensate what ye have done—
This housing in your hearts my home,
My lowly, old Log Cabin home.
Aye, dear the friends and memories
Of London, Dresden, storied Rome,
The Arctic, the Antipodes,
But dearer far than all of these
Your holding of my hearth and home—
My lordly, kingly Cabin home.
Yea, many hands have been most fair;
Yea, many trumps of fame and faith
Mine ears have heard both here and there
That said as only true love saith,
But nothing ever seemed so dear
As this your brave Log Cabin cheer.

The Meadow Folks' Story Hour, by Prudence Gruelle Brown (Blanche Silver), Illustrated by Nell Hatt; 101 and VI pages; cloth 68 cents. The Gregg Publishing Company, New York, Chicago, Boston and San Francisco.

Attractively illustrated tales that will win the hearts of small boy and girl readers.

Here is a new children's book whose subject-matter wil fascinate and whose simple, clever style will stimulate the desire to read.

As a supplementary reader for the early grammar grades, "The Meadow Folks' Story Hour" answers all the demands of the teacher who is ambitious for the progress of her pupils.

Adventures of nature folk—Cheery Cricket, Johnny Grasshopper, Tilly Tumble-Bug, and a host of others—form the subject-matter of these instructive tales. They are full of action and vivid word-pictures.

Aside from their aesthetic appeal, the stories contain definite scientific information about life in the meadow. Take, for example, "Billy Bumble Bee's Tale" in which the authoress has cleverly combined the science of honey-making with the delightful story of the wayward Aleck Bee.

This chapter, like all the others in the book, is especially suitable to the child of impressionable age because it arouses curiosity in and love of the out-doors. In every case the appeal is so simple and direct that it will hold the attention of the child who has never seen a blue-bottle fly or humming bird, as well as that of the boy or girl who is intimate with counttryside lore.

Ex-Superintendent R. H. Webster, who has served as a deputy under Superintendent Roncoveri, will soon retire from the department. He, like John Swett, J. W. Anderson, A. J. Moulder and Mr. Denman, will leave a deep impress on the schools of our city. Superintendent Webster has always been a fine balance wheel in our educational system, a man of high ideals, of fine poise, of great self-control, and an accurate mind and kindly, lovable spirit. His name appears among those recently granted a retirement salary. He has been fortunate, however, in his financial investments, and is not dependent on the amount allowed by the State.

The Sacramento schools, under the expert leadership of Superintendent Charles C. Hughes, have made a desirable financial record in 1920-21. Nothwithstanding the high cost of supplies, the increase in teachers' and janitors' salaries, he closed the year with a balance of $70,268.88 to the credit of the school administration. When you consider how hundreds of cities, East and West, failed to meet their obligations, this is a remarkable record. The superintendent must struggle with both the problem of efficiency and economy. To be progressive he must have money for progress. He must respect the tax rate. He must have no deficit. Mr. Hughes is a close student of educational plans which are economic, and yet along the line of modern progress. Such a man is worth a good many thousand dollars a year to a city. The expert educator is all right in an experimental school, but in a city administration we need an educational expert, who is also a practical financial engineer.

Pupils of the elementary schools will be interested in the announcement of prizes for the best articles on The Importance of Emphasizing the Subject of Geography in the Schools of Today. One hundred dollars cash is offered in prizes. Write to Ginn & Company, 20 Second Street, San Francisco, for particulars, and win the prize.

STATE CONVENTION

The election of new officers of the California High School Teachers' Association July 15th closed the annual convention of the organization, which has been in session in Berkeley for three days. The new officers elected are:

President, Horace M. Rebok, Santa Monica, succeeding George C. Thompson, Alameda; executive secretary, Arthur E. Chamberlain, San Francisco, re-elected; assistant secretary, A. J. Cloud, San Francisco, re-elected.

Elected directors — Bay section, C. E. Keyes, Oakland, re-elected; central section, H. Rode, Clovis, re-elected; central coast section, Nicholas Ricciardi, San Luis Obispo, succeeding G. A. Bond of Santa Cruz; northern section, L. P. Farris, Marysville, succeeding W. M. Hyman of Woodland; southern section, W. H. Hughes, Claremont, succeeding Miss Elizabeth Wood, Hollywood; northern section, George C. Jensen, Eureka, re-elected.

President Rebok, who was elected president, is a man of unusual strength of character and is an orator of note and an administrator with few equals along the lines of practical results.

The Taming of Calinga, by C. L. Carlsen. E. P. Dutton & Company. A unique tale is this story of the Philippine Islands. Calinga, the head-hunter, is descended from the first Chinese ruler of the islands, and worships the image of O-mi-to-fu. Seeking trophies to lay at the feet of the Comliest Maid of the Tribe, he is captured by the valley people, and, through his fear of a rifle, he becomes submissive to the wishes of his captors. He associates the power of the rifle with the crucifix and divides his worship between O-mi-to-fu and the God of the Green Devils. He is baptized, and marries one of the valley girls, living with her until her death by smallpox. On the day Teresa dies, the Comliest Maid of the Tribe is brought into the village, captured in her search for Calinga. The head hunter sees her, wrecks revenge on her captors, and together they journey back to their mountain home, Calinga carrying both the crucifix and his image of O-mi-to-fu.

Professor Carlsen is director of part-time vocational work in San Francisco, and is doing a splendid work for the boys and girls of the city of San Francisco.

The New Job

She took her new job with high hopes and aspirations and a resolve to be fair to her school and to herself. She set the individual development of the child as the highest attainment that she could reach and worked toward it in every class and every subject.

Each element of physical and mental strain, which could detract from her own poise and well-being and that of her pupils, was eliminated. She was especially careful about the light in her school room and the quality and tint of the paper over which the children worked most of the day. She tried out all grades of school paper from the glaring white, through the artificial blue colors, to the soft, neutral tint of Bank Stock. When at last she found that the best work could be obtained, with no eye-strain at all, by using this scientifically made paper, she ordered it for all filler pads, notebooks, tablets, and the complete school line.

And she has had reason to be glad of her choice in her own unimpaired vision and the quality of her pupils' work.

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SUPERINTENDENT'S REPORT ON TEACHERS' EFFICIENCY

To Help Teachers Discover Their Own Strength and Weakness

Superintendent Dr. B. R. Crandall believes that the teacher as well as the supervisor should have a chance to check up on work done. Superintendent Crandall handed out the following gauge at the first of this last school year. At the end of the term each teacher will hand in a report. The principal will report on the teachers, the superintendent will make a third, and they will then be compared; and out of

it will come the superintendent's report on teachers' efficiency.

I. Personality of Teacher (Check).

1. Teacher appears to be—
   - vigorous .... weak ....
   - poised .... nervous ....
   - neat .... slovenly ....
   - at ease .... embarrassed ....
2. Her voice is
   - pleasing .... harsh ....
   - clear .... indistinct ....
   - low .... high ....
3. In her personal relations with pupils and discipline she, does she appear
   - to stimulate .... undignified ....
   - to work co-operation .. slow to react ....
   - to be sympathetic .. courageous ....
   - strict .... encouraging ....
   - even tempered .... firm ....
   - reasonable .... tactful ....
   - unduly serious .... quiet ....
   - tolerant .... enthusiastic ....
   - dignified .... systematic ....
   - quick to react .... resourceful ....
   - to suppress .... nagging ....
   - to antagonize .... weak ....
   - harsh .... rude ....
   - lax .... blundering ....
   - irritable .... noisy ....
   - unreasonable .... diffident ....
   - humorous .... disorderly ....
   - intolerant .... dependent ....

II. The Recitation.

- interested .... dependent ....
- energetic .... directed ....
- independent .... thinking ....
- indifferent .... surpassed ....
- lazy .... guessing ....

2. Pupils recite—
   - fluently .... poorly ....
   - in sentences .... words ....
   - number bright .... number slow ....

General Condition.

1. Temperatures.
2. Condition of air.
3. Light.
4. Desks.
5. Appearance of teacher's desk.
6. Appearance of floor.
7. Appearance of blackboard.
8. Spirit.
9. Order in room.
10. Order in halls.
11. General impression.

Teaching Ability: poor, fair, good, excellent.

1. Calling for facts.
2. Suggesting answers.
2. Answer by "Yes" or "No."
4. Not definite.
5. Confined to textbook.
6. Within pupil's understanding.
7. Adapted to pupil's needs.
8. Relation to pupil's likes.
9. Worth while.
10. Mechanical instruction.
11. Stimulates initiative.
12. Requires independent thinking.
13. Stimulates resourcefulness.
14. Stimulates co-operation of pupils.
15. Fixes essentials.
16. Requires pupils to organize material.
17. Draws on children's experience.
18. Clears up difficulties.
19. Makes practical application.
20. Differentiates between essentials and non-essentials.
21. Associates lesson with past and future work.
22. Assignment and development of next lesson.

THE EDUCATIONAL CONTENT OF AN ELEMENTARY COURSE OF STUDY

Superintendent Charles Emery Barber of Alhambra has made use of the following outline in co-ordinating his course of study:

1. The Mother Tongue—
   - a. Composition, oral and written.
   - b. Reading, oral and silent.
   - c. Mechanics of English, phonics, spelling, punctuation, dictionary work, word analysis.
   - d. Penmanship, handwriting.
   - e. Technical English: Grammar.
2. Numbers and Number Relations—
   - a. Arithmetic, measuring, buying and selling: computation.
   - b. Business methods.
3. The Physical Environment—
   - a. The world: Geography.
   - b. Nature: Nature study, elementary science.
4. The Traditions of the Race: History.
5. Social Relations—
   - a. Civics and patriotism.
   - b. Ethics, manners, morals, human education.
   - c. Conservation and thrift.
6. The Body: Its Care and Development—
   - a. Physiology and hygiene.
   - b. Calisthenics.
   - c. Games and athletics.
7. The Handy Arts—
   - a. Use of tools: Construction in wood, card, textile, etc.; home tinkering.
   - b. Household arts: Cookery, sewing, laundry work, knitting, embroidery.
   - c. Agriculture: Gardening and backyard enterprises: chickens, rabbits, pigeons.
8. Drawing and Art,
9. Music.
10. The Industrial World: Vocations—
    - a. Hunting and fishing.
    - b. Agricultural industries.
    - c. Mining.
    - d. Manufacturing.

The Journal of the National Education Association, published at 1201 Sixteenth Street, Northwest, Washington, with William C. Bagley as editor-in-chief, is a most delightfully edited number in February. The California teachers remember with special interest the effective talks of Editor Bagley before the California teachers last year.

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in the high school cannot find two better introductory texts than these:

EVERYDAY CIVICS, *by Charles Edgar Finch*

This book makes action rather than mere knowledge of facts the basis of citizenship training. At the outset it gives an attractive plan for organizing the class as a club and for paralleling its activities with those relating to government. It impresses upon the student the fact that citizenship is something to be lived rather than talked about; that a good citizen must be intelligent, well-informed, active, ever on the alert for opportunities to render service.

MODERN TIMES AND THE LIVING PAST, *by H. W. Elson*

The title of this book describes it well. The *past* that still lives in significance for modern problems and the *present* with its great fund of issues that demand the attention of intelligent men and women of to-day and to-morrow, are the burden of the text. Its unusually appealing character warrants your special consideration in the selection of textbooks for your classes. There has never been a book on this subject which was at once so historically true, so discriminating and so full of meaning to high school boys and girls.

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CALVIN ESTERLY

The passing of Calvin Esterly July 18, 1921, left a vacancy in educational circles that will not be easily filled. He was a forward-looking, upstanding man of fine integrity and high purpose. A man of kindly impulses, and even though suffering with a disease that made a tragedy of the last few years of his life, yet there was always the genial smile and the warm clasp of the hand. The silences are the more impressive on account of his death. Mr. Esterly was born at new Middleton, Ohio. He graduated from the University of Ottawa, Kansas and from there entered West Point Military Academy, from which he graduated in 1877.

He served his country as a soldier and officer in fighting the Apache Indians, and was stationed at Fort Concho, Stockton and Steadman. He also served during the Philippine war, and regretted that the government would not accept his service on account of age in the late World War.

His educational career began as superintendent of Ottawa, Kansas, and he also served as superintendent of El Paso, Texas, president of the Baptist College of Los Angeles and since 1897 in conducting a reliable and successful teachers' agency, known as the Boynton - Esterly Agency. He had charge of the San Francisco office of the firm and, with Mrs. Esterly as his assistant, the Berkeley office. He also held many positions of honor and trust and at the time of his death was president of the Children's Home Society of California, a member of the Commonwealth Club and other organizations.

The meeting of the N. E. A. in Des Moines, Iowa, under the leadership of Superintendent Fred M. Hunter of Oakland, was a great success. There were many delegates from California.

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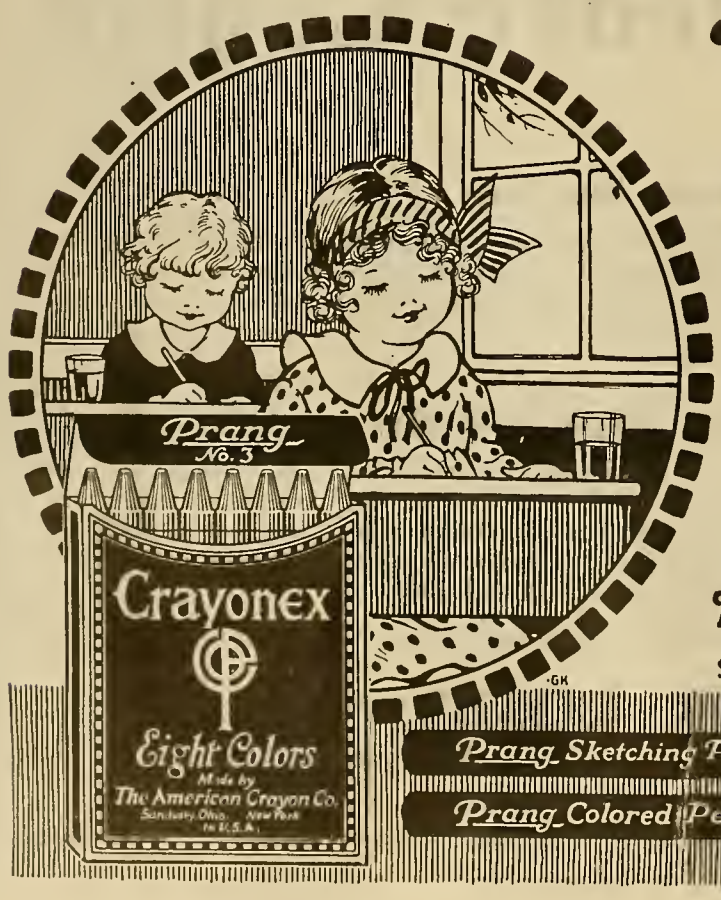

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FAIRBANKS' "THE HOME AND ITS RELATION TO THE WORLD" TEXT FOR FOURTH GRADE

The book in question introduces geography from the point of view of the needs, interests and abilities of the child.

It can be advantageously used as the introductory book for any of the standard school geographies, as it takes up the subject from a more simple and elementary point of view.

No other book has ever been prepared for fourth grade work from such a broad and comprehensive point of view and which follows so closely a correct pedagogy.

The text is based on the idea that an understanding in a simple way of the fundamental environing conditions of home life in California is essential or prerequisite to an understanding of home life in other parts of the world and that early in the course there should be introduced some general notions of the world at large. The book exemplifies the idea that at this early stage the ideas presented should not only be extremely simple but should be put in such a way as to arouse and maintain the child's interest.

With the above thought in mind, the home is made the center and about this is woven the relation of the home in California to homes in other parts of the world. The life, dress and customs of people appeal to children and this fact is used as the motive to reach some understanding of distant regions, while the route by which their products and those of the home in California are interchanged when traced upon a globe or wall map of the hemispheres tends to fix in their minds the distribution of the important features of the land and water.

The author holds and has attempted to work into this book a conception that relation is the essence of geography, and that the memorizing of facts about distant places is not geography and while out of place anywhere in the course is doubly so in the lower grades.

The average teacher finds this beginning work of the fourth grade the most difficult and preplexing part of the whole course. None of the standard texts offer material suitable for the fourth year and the child stumbles along as best it can until it finally reaches a point that it can take up profitably the elementary text of some standard series.

The present book offers a solution for the difficulties of the beginning work in geography. When placed in the hands of the children it arouses intense interest. The language is simple. The pictures are large and clear and including the eight colored ones outrank in this regard those of any other text. The book can be used as a reading book in addition to lending aid to the work in nature study.

In addition to the home in California and its relation to other homes, the book takes up, according to correct pedagogical principles, the study of maps and relief models. The method we usually follow in plunging the child into map study of distant lands before he has become able to visualize the map symbols through the study of maps and models of the region within his field of observation is contrary to all accepted principles of pedagogy. Regional maps are not introduced into the book because at this stage globes or large wall maps of the hemispheres are the proper things to use.

In organizing this elementary work in geography the author has attempted to disabuse his mind of fads and approach it from a universal or world point of view.

The author believes that there is a true geography independent of passing fads and whims, and that in this first book of a new series, as well as in those that will follow, he has discovered that ultimate point of view, valid in all times and places, that point of view for which school geographers have been seeking but which until the appearance of Fairbanks' Progressive Geographies had not been discovered and adapted to the needs of the schools.

The method introduced in this book is that of a pedagogy of the new geography and the State of California if it wishes to maintain its leading position cannot logically do otherwise than use them.

FAIRBANKS' OUTLINES OF THE CONTINENTS

The Outlines of the Continents represent the first attempt made by any school geographer to work out the whole geography course **progressively** and from the point of view of geography as a science of **relations** between **facts** rather than **facts** themselves.

Any school system, no matter what regular text is used, which is looking for the most up-to-date, the best and the most thought-producing helps, will put these **Outlines** in the hands not only of every teacher but every pupil also who is supplied with a reasonable supply of reference and supplemental material.

The **Outlines** represent a combination of the topical and problem methods and are intended to develop thought and research on the part of the pupil instead of parrot-like responses.

It is not possible to give the whole content of school geography course in a series of outlines, nor is such the object of the Outlines. They offer sufficient skeleton material to start the pupils along the pathway of reasoning out their conclusions instead of having them fully stated, pre-digested and ready to memorize as is the case with nine-tenths of the material in all the standard texts. To be sure, many of the problems offered are briefly answered, but only sufficiently to start the pupil along the right line of investigation. Others similar to the unanswered ones can be suggested by the teacher. The wonderful advantage of the method is that it does not so much matter just what the problem is or how it is stated, the desired end, which is an understanding of life relations in a given region, will be reached.

It is believed by the author that the standard texts, containing as they do so much more information than can possibly be digested by the pupil, will soon cease to be used as books to memorize from, but as reference books with such guides to the salient geographic relations existing in each region as are offered in the **Outlines of the Continents.**

The Outlines assume, as demonstrated, that a radically different method of approach to geography than that in common use is being sought by progressive educators throughout the country. It is realized that the current methods have practically failed of getting results at all commensurate with the efforts expended.

Here we have crystallized in the **Outlines of the Continents** the very thing for which teachers have been looking. This is shown by the fact that the recent prize offered by the American Geographical Society for the best lesson upon a given region—Iberian Peninsula—went to the author of the **Outlines,** which booklets have been developed along exactly the same lines as the lesson that took the prize.

The Outlines attempt to show, and successfully also, as is shown by their wide adoption all over the country immediately after publication, that the important thing in school geography is not **fact,** as we have been accustomed to think, but **relation.** Persia, for example, would be merely described in the current geographies as a mountainous plateau which is barren and supports a few nomadic people. But the **Outlines** develop the country from a point of view which leads to thought and investigation. They do not end with **fact,** but **relation:** Why is it that the people of Persia are poor and scattering and live largely a nomadic life?

The Outlines illustrate the fact that the relation between the physical world and its inhabitants is the important thing and not statements of fact, such as cities, productions, mountains, rivers, seas, etc.

If every pupil in our State in the sixth, seventh and eighth grades could include among his books a copy of the Outlines and be taught how to use it with the aid of maps and supplemental books, there could be but one result and that would be school graduates, who perhaps could not for examination purposes recite tables of facts about the earth and its people, but would have laid in their minds a foundation assuring them a real and intelligent comprehension of why the people of the earth are distributed as they are, and carry on the occupations which they do.

Such would be the effect of Fairbanks' Outlines of the Continents if available for every pupil of geography.

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"Most People Very Ignorant of Many Things"

Thomas Edison Is Answered by College Head

Elmer E. Brown, Chancellor of New York University, commenting on Thomas A. Edison's statement that "all college men are ignorant," went the inventor one better by declaring that "most people are amazingly ignorant about a great many things." The Chancellor, however, expressed the belief that a higher education is an asset rather than a liability.

"The kind of training that is reviled as 'liberal education' — good for anything, good for everything, but good for nothing in particular — *does* seem to enable a young man to climb a good deal faster when he starts in on the lower rung of the ladder than he could have climbed without it."

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Vol. XXVII. No. 8 SAN FRANCISCO, AUGUST, 1921 Price, 15 cts.

MEETINGS

Bay Section the California Teachers, Association; W. T. Helms, Richmond, Cal., President; W. L. Glascock, Secretary.

Northern California Teachers' Association, Ella McCleary, President, Sacramento, Cal.; Mrs. Minnie O'Neil, Secretary.

Central California Teachers' Association.

Southern California Teachers' Association, Merton E. Hill, President, Ontario; Dr. E. A. Wilson, Secretary, Los Angeles.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs. Mrs. M. R. O'Neil, Sacramento, Cal., President; Mrs. I. M. C. Smith, Sacramento, Cal., Secretary.

Central Coast Section the California Teachers' Association; R. L. Bird, San Luis Obispo, President; G. A. Bond, Santa Cruz, Secretary.

California Education Officers, Sacramento, Cal., Hon. Will C. Wood, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Albert C. Olney, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Stanley B. Wilson, Mrs. Agnes Ray, George W. Stone; Elizabeth R. Phillips, Porterville.

The Western Journal of Education

HARR WAGNER, Managing Editor.
OFFICIAL DEPARTMENT — Official News and Articles furnished by Will C. Wood and other members of the State Department of Education.
ALICE ROSE POWER, School Director, City and County of San Francisco, San Francisco, Associate Editor.
HERBERT F. CLARK, Editor for Southern California.

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Frederic F. Martin, county superintendent of schools of San Diego, has resigned his San Diego position and has accepted an assistant superintendency and business managership of Pasadena city schools.

Mr. Martin has been prominent in Southern California school affairs for some years, first as superintendent of National city schools, then as county superintendent of San Diego County. He has been president for two years of the Schoolmasters' Club of Southern California, has had an active part in formulating and putting over Amendment 16. In his recent county work he has carried on consolidation and waged an active campaign for a sufficient minimum wage for teachers. He goes to Pasadena with the best wishes and prospects of a successful future.

An interesting news item is the fact that all official records must be changed again in the address of the county superintendent of Monterey County. First it was Superintendent George Schultzberg, then it was Miss Louise Mignon, and now it is Mrs. George Schultzberg—a change of name, but the same efficient woman is superintendent of schools. The marriage license read George Schultzberg to Miss Louise Mignon.

MISS ADA YORK, THE FIRST WOMAN TO BE CHOSEN COUNTY SUPERINTENDENT OF SCHOOLS OF SAN DIEGO COUNTY.

The Board of Supervisors of San Diego County, in unanimously electing Miss Ada York as county superintendent of schools, chose an able woman fit to be honored as the first woman to hold the position in the annals of San Diego County schools.

Miss Ada York steps into the office left vacant by the resignation of F. F. Martin, who goes to Pasadena city schools as assistant superintendent and business manager at a salary of $4500 per year.

Miss York is a school woman of experience. She is a graduate of the Massachusetts State Normal School and has had practical training as a teacher in elementary schools. For the last eight years she has been in the county superintendent's office. She has worked with Hugh Baldwin, John F. West, F. F. Martin.

For the last four years she has been assistant superintendent of schools and has gained thorough acquaintance of the office's requirements.

Miss York believes that the first duty of a superintendent of schools is to the children of the community, to guard their rights as prospective electors of the state. Miss York realizes that in these times taxpayers and school patrons should seek common ground. The superintendent is responsible to those that finance the schools and is yet more responsible to successful educating of the children. Miss York stands for efficient school administration.

The rural schools are to receive the new superintendent's attention more than ever. It is Miss York's intention to put such schools on a higher plane than that of just training camps for city positions.

Miss York has two able assistants in Deputies Miss Bessie M. Book and Miss Charlotte McLean. Miss York plans in the near future to have two field assistants, men with high school certificates capable of supervising both high and grammar schools.

Miss York is a tall, graceful woman with a charming personality and a high degree of intellectuality and refinement, with a rare poetic gift as a writer of English. She obviously is endowed with admirable diplomacy and executive ability. It is with real interest that she becomes one of the executives of the school system of the state.

TEACHERS' COLLEGES

In the past few years there has been a marked tendency throughout the country for States to advance the status of their teacher preparing schools, and for those schools to become teachers' colleges, with courses of appropriate length and quality. Two notable instances of this tendency come to hand at the close of the present legislative session.

In California the struggle has been going on for several years, the normal schools striving to increase the length of the courses given in preparation for teaching, and advance the institutions to the standing of teachers' colleges, with four year courses based upon high school graduation, with the right to confer the degrees of Bachelor of Arts and Bachelor of Science in education. This movement on the part of the normal schools is said to have been met with steady opposition from the State University. It is stated that when it seemed no longer possible to prevent the normal schools at Los Angeles from acquiring the dignity of a teachers' college, with a four year course and the degree granting privilege, the University succeeded in getting the institution taken over as the Southern Branch of the University of California, apparently to prevent any advance on the part of a normal school to the status of a teachers' college.

However, the school people of the State were behind the normal schools in their campaign for progress, and at the legislative session of 1921 laws were passed advancing all normal schools to the rank of teachers' colleges, and authorizing the granting of degrees for the proper courses.

In Minnesota a similar movement for the advancement of the normal schools to the grade of teachers' colleges has been successful. There was not here the opposition from the State University which was met in California, and has been met in numerous other States. There appears, however, to have been a considerable reluctance among certain elements in the State to take this progressive step with reference to the normal schools. But the movement at the present session of the legislature met

with favor; all the normal schools of Minnesota, six in number, have been erected into teachers' colleges and will, as soon as their courses can be organized and extended, be given the right to grant the proper academic degrees in education.

The movement in this direction also is emphasized by Rhode Island, which within the year has raised its State normal school to be a teachers' college with the right to grant degrees. The legislature of Massachusetts has granted to the normal schools of that State the right to establish four year courses and to grant degrees for the successful completion of such courses. Arkansas has joined the procession and has conferred upon its normal school the right to grant degrees for the completion of a suitable course of college grade.

Most of the States of the Central West had already taken this step and authorized the organization of four year courses and the granting of degrees by their State institutions for preparing teachers. Wisconsin remains as the only State in its territory that still loiters behind the procession. The influence of the State University and of the smaller degree granting colleges in that State seems to have been sufficient to prevent the legislature from authorizing the State's normal schools to take the forward step. In this respect the State is an island of backwardness, surrounded by the waters of progress.—Editorial in American Schoolman for June.

WINSHIP'S NEWSY COMMENTS ON THE N. E. A. AT DES MOINES, IOWA, OF SPECIAL INTEREST TO OUR READERS

The National Education Association has entered upon a new and wonderful career which is to be the old as a Ford was to an ox-team, as a Pierce-Arrow is to a Ford.

It is not a Reorganization but a Creation. It is the invention of an association spark plug, the discovery of educational radium.

President Hunter

Fred M. Hunter was an exceptionally satisfactory presiding officer. He maintained silence as no other one has done so far as our experience goes. He was always alert-minded, prompt in decisions, leaned to democracy when there was any change for discrimination, maintained high speed in the business meetings. He was eminently successful from every point of view.

The Program

President Hunter made the most heroic effort that has ever been made to have a large number of all sorts of school people on the general program. Unfortunately such addresses are not of general interest. The heat was as near unbearable as we can remember to have experienced, and several of these speakers could not be heard. The president must be credited with a noble effort to produce a practical program, a school problem program.

No man ever made a more "manly" committee report or made any report more artistically than did Josephine Corliss Preston, who, as first vice-president, brought before the convention all the suggestions of the Executive Committee. And no woman could have made a more open-handed and open-minded statements of the financial foundation and fountains of the Association than did Carrol G. Pearse, as chairman of the Board of Trustees. The most captious man could not have said after Mrs. Preston's report, "a man should have done that," and no over-sensitive woman could have said after Dr. Pearse's report, a woman would have been more frank."

In 1922 it will meet in Boston for the fourth time, and for the first time a Southern woman will preside, Miss Charl O. Williams, the first county superintendent ever to preside over its deliberations. It will be the largest meeting in five years, and possibly the largest in twenty years.

Arthur H. Chamberlain, secretary of the California State Teachers' Association, one of the first managers of a State association, and one of the most efficient, was high man in variety of opportunities and in importance of committee work. It was especially his year and this was not due to the fact that this was also California's year, but to the fact that Chamberlain is as willing as he is able to deal with important problems. Thrift is his major and he demonstrates it in service.

James Ferguson, Chico, California, represented his State in business affairs and in several programs, always wisely and well.

Library Department

The best library exhibit the National Education Association has enjoyed was arranged by Julia A. Robinson in the Art Building of Des Moines. The entire program of the library department was exceptionally interesting under the planning of Sherman Williams, chief of School Libraries Division, State Department of Education, Albany, N. Y.

Mrs. Mary C. Millspaugh, widow of the late Dr. Jesse F. Millspaugh, who was president of the State Normal School of Los Angeles, has been elected as one of the "Citizens' Better School" representatives on the Los Angeles Board of Education. This is not only a notable honor to Mrs. Millspaugh, but an honor to the city whose interests she will serve intelligently, skilfully and devotedly.

M. C. Bettinger, one of the most beloved men ever associated with the schools of Los Angeles, who was dropped from the supervisory force by a previous Board of Education, was elected on the Better School ticket which buried the members of the Board of Education which upset Mr. Bettinger. It's a long road that has no turn.

LIBRARIES IN EDUCATION

By Sherman Williams
Albany

1. All pupils in both elementary and secondary schools should have ready access to books to the end that they may be trained—
   (a) To love to read that which is worth while.
   (b) To supplement their school studies by the use of books other than text books.
   (c) To use reference books easily and effectively.
   (d) To use intelligently both the school library and the public library.
2. Every secondary school should have a trained librarian, and every elementary school should have trained library service.
3. Trained librarians should have the same status as teachers or heads of departments of equal training and experience.
4. Every school that provides training for teachers should require a course in the use of books and libraries, and a course on the best literature for children.
5. Every State should provide for the supervision of school libraries and for the certification of school librarians.
6. The public library should be recognized as a necessary part of public instruction, and should be as liberally supported by tax as are the public schools, and for the same reasons.
7. The school system that does not make liberal provision for training in the use of libraries fails to do its full duty in the way of revealing to all future citizens the opportunity to know and to use the resources of the public library as a means of education.

MRS. PARKINSON WRITES BOOK FOR CALIFORNIA FOLK

"Adventuring in California: Yesterday, Today and Day Before Yesterday."

That is the title of a very interesting book by Mrs. Jessie Heaton Parkinson, wife of Attorney O. B. Parkinson of Stockton, which will shortly make its appearance on the shelves of California dealers. The interesting book also contains "Memories of Bret Harte's 'Tennessee.'"

Few, if any, other Stockton women are as familiar with the scenic regions of California as is Mrs. Parkinson. For many years she and her husband have been making regular extended jaunts into the mountains of the State, first by team and wagon and later by automobile. The Parkinsons were among the very first to visit Yosemite Valley by automobile.

Desiring to share with others some of the pleasures of their journeys into California's great outdoors, some years ago Mrs. Parkinson conceived the idea of publishing a book, an idea which grew into an ambition that is shortly to be fulfilled. The Harr Wagner Publishing Company of San Francisco is publishing the volume.

The book is liberally illustrated, chiefly with pictures caught on the way by the author.

Starting out in the prelude with a fine appreciation of the scenic beauty of the hills and mountains of California, and of the achievements of its pioneers, Mrs. Parkinson goes on to reproduce, from early letters to home folks, a circuitous journey of 500 miles and seven weeks' duration made by her husband and herself with horse and wagon, from San Francisco to Yosemite Valley and return by way of the sea coast. She attempts no real description of Yosemite's wonders, but one incident stands out vividly, "A sunrise meeting on the shores of Mirror Lake."

One of the memorable camping places described was found on the way into the valley of two old gentlemen called by her "David and Jonathan."

On the return trip down into the great San Joaquin Valley and other smaller valleys to historic seagirt Monterey, and, finally, over the Santa Cruz Mountains to San Francisco, Mrs. Parkinson sketches the country and relates many interesting incidents that occurred along the way. This seven weeks' journey is called "Yesterday."

"Today," which is interesting by comparison with the story of the first journey, gives an account of an automobile circuit from Stockton to Yosemite Valley and re-

turn twenty years later, just after it was opened to motorists, when Mr. and Mrs. Parkinson went in on Saturday and came out the next morning.

"Day Before Yesterday" is from a narrative written "At the request of a Dear Friend," by one of the two '49ers designated "David and Jonathan," whom Bret Harte has immortalized in his fascinating story of "Tennessee's Partner." The true story of the Partners, told in the quaint, often humorous style of the old New Englander, is a mine of historic interest and accuracy, and cannot fail to repay those who read it and, with seeing eyes, journey through California in the Path of the Pioneers.—From Stockton Daily Record of July 23, 1921.

CO-OPERATION IN PASADENA SCHOOLS

Co-operation has been the watchword of the schools of Pasadena, Cal., during the year past, according to the report of Superintendent J. F. West.

New demands of citizenship require new demands upon the schools and these must be met wisely and fully if the schools are to fulfill their responsible mission. The new education will include all that is vital of the old, but the new subjects will be taught with a new emphasis and many eliminations. There will always be a demand for thoroughness in the new essentials, but there must be a searching inquiry as to what is incidental or unimportant. Formal discipline must give way to rational thinking to the end that the contribution shall throw light on the solutions of present problems, and shall be a preparation to meet future demands. In short, we must have a socialized recitation, a socialized school, a socialized community and a socialized State.

To this end, the Child Welfare Department, an open air school, an opportunity school, and an Americanization school have been organized and are doing successful work.

The parent-teacher associations have been a tower of strength in all the needs of the schools and have given their warm sympathetic support to all requests for co-operation. The Red Cross has also been of great assistance, especially in equipping the open air school.—Winship in N. E. Journal.

THE PRIVATE SECRETARY

By J. H. Janson

President Standard Secretarial School, Berkeley, California

In the article written for the July issue of the Western Journal of Education it was the purpose of the writer to define the term "Private Secretary" as the term was originally applied and as we use the title today. In this article it is well to consider those mental and moral qualities required in the make-up of an efficient secretary.

The secretary should possess, or acquire:

Initiative

The apitude to originate, or start. The secretary must exercise his, or her, judgment on matters beyond the strict routine of the work, matters which constantly require decision as to whether or not a given matter should be brought to the attention of the executive or handled by himself or herself. If he can handle the matter himself, he acts promptly and with exactness and without directions from any one. He assumes responsibility, rather than shirk it, and proves his worth by requiring little or no supervision in the duties of the office. He will make himself thoroughly familiar with his employer's business. He takes hold of a new situation readily—he knows how to "start things." He is as good in the "finish" as he is in the "start." He has learned to apply common sense. How true it is that "the world reserves its greatest prizes for the man with initiative." And initiative can be developed.

Concentration

To focus attention; to draw or direct to or toward a common center. A secretary must concentrate his mind on what he is doing. The executive gives certain instructions, or directions, which he wishes carried out. At such times the secretary needs to concentrate his attention wholly on the matter in hand, in order that he may get a definite understanding of just what is to be done. Too often mistakes are made, and serious mistakes too, because of lack of concentrated attention during the time instructions and directions are being given. The efficient secretary takes notes of such instructions, putting down all details and noting exactly what his executive expects him to do. "Make a note of it," is the successful secretary's motto. He has learned to take notes in concise, compact form. An executive, who applied to me for a young woman to fill an office position, once said: "The greatest difficulty I have with most of my office help is to get them to do what I tell them to do, without my having to repeat my instructions over and over again." The fault was due to lack of concentration. It has been wisely said that the next best thing to doing a thing without being told at all (initiative) is to do it when you have been told once. Right training induces concentration.

Self Control and Tact

Self control is the very center of character. Tact is a product of refinement of feeling, and is of the heart. Control of speech, of body, of temper, of the habits and channels of thought, is of supreme importance to the secretary who must come in contact with the public, who is to serve as a "buffer" between his employer and the outside world. Not only must courtesy be shown to the public, but to co-workers who are constantly associated with the secretary. Courtesy wells up from a love for your fellowman and a great respect for the Supreme Life who dwells within our being. No unkind utterances, nor bursts of temper or tears, should find expression, no matter what the provocation might be. The wise secretary guards his health and cultivates qualities of personality that will attract others. His relations with his co-workers are characterized by an attitude of cheerfulness, helpfulness, good feeling and sincerity. As all business is built on co-operative effort, he cultivates those qualities which make for "team work." In dealing with the public, unfailing courtesy is the watchword, as the secretary reflects the attitude of the executive, and of the business. The caller, whether given an interview with the executive or not, is impressed by the manner in which the secretary handles his case. This impression should always be a favorable one to the business.

Loyalty

Loyalty is one of the supreme virtues and consists in giving faithful allegiance and untiring service to the concern with which the secretary is identified. It goes hand in hand with efficiency. It makes working during business hours, before business hours and after business hours for the best interests of the concern. Loyalty is its own reward. The secretary, or any employee for that matter, who will not do his best under all circumstances and who will not render the highest service of which he is capable, is not only disloyal to his employer, but is disloyal to the dictates of his own highest self. The man who is disloyal defrauds two people—his employer and himself.

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And it must follow, as the night the day,

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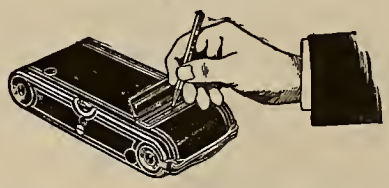

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CHARLES L. SPRINKS
86 Golden Gate Ave. San Francisco

Thou canst not then be false to any man." Fortunate is the secretary who possesses these qualities. No less fortunate is the one who cultivates them. The development of these qualities is the result of mind growth and heart growth, and it is training along these lines, as well as sound training in the technique of shorthand and typewriting, accounting and secretarial routine, including the correlative branches, that makes the private secretary of today and tomorrow.

HAS TEACHING NO ADVANTAGES?

By R. R. Smith

Lindblom High School, Chicago

A few days ago, in the course of a discussion concerning the relative value of different vocations, I asked the boys of the class how many planned to be teachers. Not only did I receive a negative answer but I received the impression that I had insulted the virility and intelligence of the embryonic men of that high school group by suggesting even the possibility that they might have considered such an absurd proposition for a minute.

Recently I came from a school where it was quite a common practice for the men of the school to gather in groups and bemoan their fate, because that fate had caused them to be placed in the teaching profession. On my desk now lies a letter from a friend, an advertising man, in which he has spent some of his advertising ability to try to induce me to leave the humdrum profession of teaching and enter that of advertising. On my desk lies another letter, a letter from the president of a large technical school, urging me to forsake the teaching end of the institution and become a part of the business organization of the school "where my creative ability would count." He seems to believe that mere teaching can do without creative ability.

Here we have, then, a contempt for the profession on the part of high school boys who are on the eve of entering the work of the world. We have a similar feeling, apparently in the consciousness of these men—men in a men's school at that—who were bemoaning their fate, because they were teachers. In the third place, we have a lack of realization of value on the part of the school executive, a man running a private school the success of which depends upon producing a product better than public schools can produce.

This leads me to the question which appears at the head of this article: Has teaching no advantages? Before I consider that question I wish to go back for a moment to the state of mind evidenced by the three male samples I just described. What has brought about that state of mind? What has led the men of the country to have such a contempt for the teaching profession?

First in the list we may name advertising. For some time now the press of the country has carried lurid stories of the dire distress of those unfortunate males who had chosen as their walk in life the leading of the young. Teaching as an undesirable job has been held up to the American public. Of course I grant the good intentions of my newspaper friends. They wanted to get more money out of the public coffers for said teachers, and I grant that said teachers needed it, but at the same time such a campaign was not calculated to lead young men to enter the ranks of teaching, nor was it calculated to make the middleaged men already there feel happy. Rather it was likely to make them compare themselves with conspicuous successes in other fields and conclude that they as successful teachers might be classed as failures. We may say, then, that the first effects of the national press campaign for increased salaries for teachers was to raise these salaries but at the same time to lower the efficiency of teachers, especially the male of the species, for no man can do very effective work if he feels that he is a failure.

Second, we may place the artificial standard of wages due to the war. At that time there was such a demand for men that wages and salaries went up many times out of proportion to the real worth of the job done. Consequently the teacher found himself receiving much less money than men who had made no preparation for their work to speak of. In some cases older boys would go out of high school and be receiving more money than the teacher was receiving for teaching the class from which the boy had gone. It must be adimtted that such a state of affairs does not increase the boy's desire to become a teacher, nor does it make the man who is already a teacher happy. As a matter of fact, it led many men to leave the profession, some for a time and some entirely.

In the third place, and although we might continue with other reasons, we shall make this the last, there are more opportunities for men now in other lines of work than there were twenty years ago, just as there are more opportunities for women. It is good that these opportunities have come, but their coming causes a competition with the teaching profession which results in a constantly increasing scarcity of men especially in normal school classes.

For those of us who are already in the harness, two courses are open if we are to be happy. Either we must get back some of the enthusiasm for the work that caused us to enter the field in the first place, or we must get out of teaching into something else. Of course we may remain with teaching and be unhappy, but in that case teaching will be the loser. Now, without getting in anywise sentimental over the subject, let us enumerate some of the advantages which we pedagogues have over our brothers in other fields of work.

We have Saturdays. These days are our own. They are ours to do what we please with. If we wish to estimate their value in aggregate on the basis of twelve months, there are fifty-two of them. That means that we in reality have ten weeks and two days of Saturdays, that the day which for many business men means the hardest work of the week means a day of rest for us or a day in which we may work for ourselves. For my own part, Saturday is a joy, especially Saturday morning. I suppose it is the more appreciated because I have flirted with other jobs at times for twenty years—jobs in which I had to work Saturdays. If there were no other compensation for teaching other than having Saturday free, that should be a major consideration.

But there are many other considerations. Take, for example, Chicago or any other large city. Compare $3400 for forty weeks with $3400 for fifty-two weeks, or, if we count for two weeks of vacation, for fifty weeks. That leaves twelve full weeks during the year for one's own. Add that to ten weeks we have in Saturdays and we have twenty-two weeks for one's own, a regular gold mine of time. For a person who always has as many things he is wishing to do as I have, this means much.

Vacations are not all the compensation. In the case of the larger city there is reasonably certain tenure of office, and there is little danger of an entire community's going bankrupt and leaving one without a job. Of course, I take for granted that no person enters teaching who is not interested in reading and study, for I cannot conceive of such a person's being attracted to it. For such a person the very nature of the work gives him an opportunity to keep on with this reading and study. I take it for granted, too, that no person will be attracted to the profession who is not more interested in young human beings than in anything else in the world. For such a person teaching offers opportunities which can be found in no other walk of life, for in no other job is one given a young audience day after day. The very contact with this audience, the dealing with young people in groups instead of adults as individuals, causes constant new thought.

Now, I am not arguing that teaching is even yet receiving its just reward in comparison with that received in other professions. Till society considers that dealing with the minds of children is just as valuable and dealing with the bodies of children and adults as the doctor deals with them, society will not get as good teaching as men and women are capable of doing. If teaching is to be considered as a profession, then it must be paid as a profession. No, I am not arguing for one moment that teachers are yet getting what we should be getting. I am simply pointing out a few of the advantages of the profession as it exists now. In proportion as men and women with creative ability remain in the work and more and more young men and young women with creative ability enter the work, it will rise to that dignified, well-paid state which other professions enjoy. What we need is creative leadership which will do such wonderful teaching that the world must take note, and creative leadership that will go out and by organization and salesmanship compel the world to pay.

THE NEW ART AS A TEACHING HELP

By Charles L. Sprinks

Standard Motion Picture Service, San Francisco, Calif.

Ten years ago a new industry was being exploited for the personal aggrandisement of the mere money-seeking showman.

Today the possibilities of advancing knowledge and beauty by visualizing the many so-called commonplace, every-day things of life, has placed the art of the moving picture in the foremost rank of educational aids.

The moving picture art is exclusively American in origin and perfection and is particularly characterized by its true presentation of inventiveness and in depicting in all forms and ways, to the eye and mind, facts and conditions, with far more clarity than could ever be gotten by mere encyclopedia information or oral communication.

Their use in schools and colleges is rapidly spreading; geography, physiology, botany, ornithology and many other branches of the sciences are being absorbed and in-

delibly impressed on the minds of the student by the use of the moving picture.

A while ago the writer noted where a moving picture was taken of a major surgical operation which was to be used by the professor in his lectures on operative surgery. There is seemingly no limit to the wonderful use the moving picture may be put and as time goes on they will become the most important adjunct of almost every branch of knowledge.

Much time is being devoted to the perfecting of taking objects in their natural color, and while this is now being done in a very limited manner, the possibilities for future developments are marvelous.

What will impress the mind of the growing child more than to see the wonderful process of nature developed before its very eyes or to view the innumerable methods necessary for completion of the manufactured article in daily use, which, without the aid of the moving picture, would be a matter of indifference and ignorance.

This new art is not to be looked on as a mere passing fad or a source of amusement for the idle hours, but as a pregnant force of our illimitable disseminator of true and lasting knowledge.

A GEOGRAPHY SERVICE BUREAU

For years authors and publishers of commercial textbooks have given, in many cases free of charge, much valuable service to teachers of commercial subjects in all parts of the land. This service has been not only of great benefit to the teachers availing themselves of it, but is, perhaps, of greater service to the author or board of editors of a book or series of books who want to keep in close touch with changing conditions and demands.

An author can and should be a leader—but, after all, it is the average teacher who decides what the nature of a textbook shall be, how far the author with a pet theory can go. An author who goes too far cuts off his own nose, because the average teacher will not follow him. The author with a great idea, who keeps in close touch with the teachers of the country, helping those who need help, leading those who are reaching for the hand of a leader, and inspiring those who seek inspiration, is bound to be a great educational force in the country, because by keeping in close touch with and helping a large group of teachers scattered far and wide, he will appreciate their difficulties and will not be carried into impracticabilities by any particular kind of a hobby horse.

The announcement that Professor Atwood of Clark University is to establish at Clark a special service bureau, as it were, for teachers of geography, focalizing in it a special school where geography is emphasized during the summer, supplemented by correspondence during the whole year—all promises more, not only for the schools, but for greater possibilities for service in connection with a series of textbooks on geography than has ever before been given in this or any other country, so far as we know.

Fred A. Boyer, principal of Coronado Grammar School, and Mr. Perry, principal of the Escondido High School, were among those rumored for the county superintendency of San Diego County.

Why did a Superintendent say recently:

"WEBSTER'S NEW INTERNATIONAL DICTIONARY

is as deserving of an annual salary as the teacher"?

Because this foundation book in the school room performs actual *service*. Successful teachers well know the help this "*Supreme Authority*" is in history, geography, language, and civic classes, not to mention its necessity in work on synonyms, pronunciation, new words, etc. It is a universal question answerer, equivalent in type matter to a 15-volume encyclopedia.

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Gregg Shorthand in California

Statistics Showing Systems Used in the High Schools of the State

(compiled from the state reports, March 1, 1921)

HIGH SCHOOLS (day and evening)

Total number	337
Teaching Shorthand	303
GREGG	282

System of Shorthand	Schools	Cities
GREGG	282	231
*Isaac Pitman	3	2
*Ben Pitman (not state listed)	5	4
Graham Pitmanic	3	2
Rowe Pitmanic	3	3
Gallagher-Marsh Pitmanic	6	2
Barnes Pitmanic	3	3
Way (not state listed)	1	1

*NOTES—In three Pitman schools GREGG is also taught. These schools are included in the totals of 282 and 231, and must not be counted again in checking totals. Junior High Schools and Intermediate Schools are not included in this list. We are informed that all of these schools teaching shorthand use GREGG. Gregg Shorthand is the only text prescribed for Intermediate Schools by the State Board of Education. See the latest Bulletin, January, 1921.

Respectfully submitted,

THE GREGG PUBLISHING COMPANY
Pacific Coast and Orient Office.

WHAT IS DOING ELSEWHERE

By Ruth Thompson

"Teaching thrift is one of the great responsibilities of the schools," declared C. J. DuFour, city superintendent of Alameda, recently. "I feel that if we turn out thrifty boys and girls at the end of their school work that we have answered a need of both the community and the nation."

DuFour was discussing the savings bank system which has been in operation in the Alameda high school since 1914. The system in Alameda is somewhat more unique than in other communities where there is school banking. This is because any pupil in the Alameda high school can enroll in thrift and earn one-fourth of a credit each term by being a regular depositor in the school savings bank. He must keep account of all money received and disbursed during the school term; he must submit his accounts at the close of the term; he must have a deposit at the close of not less than ten per cent of his total receipts. The student is also required to submit an essay telling of some phase of thrift and effort during his period of saving.

On display in Superintendent DuFour's office is what is said to be the smallest steam engine in the world. The minute machine was made by the manual training students. John McKenzie is head of the department. The engine has been on exhibition this summer and widely commented upon. It was then presented to the city superintendent.

Plan a New High School

County Superintendent Roy Cloud and City Superintendent A. E. Monteith of Redwood City are planning a new high school to be built in the Highland district, west of the town. A bond issue for $300,000 for the first unit is to be held in the near future. The ground is already secured. It consists of forty acres planted with shrubs and trees from Europe. The ground is a charming park designed for a palatial home which did not materialize.

The building of a new high school will release the present building for a grammar school. It has been necessary to rent buildings for schools on account of recent increase of attendance, Monteith said.

When the new high school buildings are completed the grounds will be open to the public for a park. It is expected that work will begin on the buildings the first of the year.

Palo Alto Schools Growing

Hays and Sumner, San Francisco architects, have submitted plans for a new elementary school in Palo Alto, according to City Superintendent A. C. Barker. Palo Alto raised $80,000 for the building. There are now five elementary schools and one high school in the town.

A feature in the Palo Alto school system is the illustrated weekly lecture of an educational nature. The school board has bought a turiscope machine which, according to Barker, is an excellent contrivance for showing pictures of all kinds. Lectures are held during the day and students get new angles on a wide variety of subjects from attending them.

Castilleja School

Surrounded by luxurious and well-kept gardens, the Castilleja private school in Palo Alto, of which Miss Mary I. Lockey is principal, carries an air of refinement and artistic atmosphere which is most delightful. The school ground occupies almost five acres. Outdoor study rooms are one of the features of the school. A new music and art studio is now under construction and a large swimming pool on the grounds will be completed before the new term, which begins September 19.

Last year the school had an enrollment of 230 children. Though it is primarily a school for girls, boys can attend the classes of the lower grades. Students are prepared for college work in this institution. Miss Minnie B. Smith is dean of the girls.

No Teacher Shortage

Visits to the offices of school superintendents and authorities reveal the fact that in southern and central California, near San Francisco and Los Angeles, there exists no teacher shortage. Every few minutes the telephone bell rings. It is teacher applying for a job and wishing to interview the superintendent. Perhaps it is the mail man who causes the interruption. He carries applications from teachers which come from every point of the United States.

The only call for teachers seems to be in the rural districts in northern California, Siskiyou County, for instance. Teachers are also needed in San Benito and Santa Cruz counties, according to county Superintendents. Another locality where specially good teachers are wanted is in the outlying districts in Alaska where it is dark several months of the year. In holding positions in a government school in this region where the pupils are Indians and Eskimos it is necessary to combine some social work among the families with the teaching, the government official in charge declares.

Conditions in Arizona

The bad conditions of the "three C's"—cattle, copper and cotton—in Arizona has led to a cutting down of the school budgets in many parts of Arizona, according to one of the high school principals who attended the summer session in Berkeley this summer. In some of the small districts the men are leaving their families and seeking work elsewhere. This means no extra money for school funds and no raise in teachers' salaries. It was stated that Phoenix paid the largest salaries in the State. Other communities compare favorably with those in California of similar size.

The informant stated that there was a slight shortage of teachers in the outlying districts in Arizona.

Phoenix boasts of a colored public school with colored instructors, it was said.

Teachers from practically every State in the Union, as well as from Canada and the countries south of the United States, were in attendance at the 1921 University of California summer session.

UNIVERSITY ENDOWMENTS FOR THE FINE ARTS

The Forum, having an honorable record as a high-class, independent review, under its new editor and owner, George Henry Payne, is in quality and effectiveness keeping up and surpassing the old standards.

Mr. Payne is a New York City bred man, an experienced journalist and active in city, State and National politics, having been a candidate for the nomination to the United States Senate on the Republican ticket. These like activities have not kept him from the quiet walks of the scholar, and he is the author of two standard books—one "Hhe History of the Development of the Child in Human Relations," the other "The History of the Press in America." These books are full of the results of scholarly research and yet are written with the pen of a clear thinker and master of popular English speech. These qualities he brings to the Forum unto the making of it to be in the very foremost ranks of those journals helping the thinkers of the world with their problems of knowing and understanding.

Recently an article by Percy Mackay, the poet and dramatist, advocating that the universities and colleges endow departments of fine arts, wherein men and women of talent and genius in painting, music, sculpture and poetry will be made non-teaching members of the faculties, their time devoted to the creative arts, their justification being in the work produced for the world's enrichment and the spiritualizing of education.

Already Oxford University at Miami, Ohio, has given such a position to Mr. Mackaye, providing him with a home and a living and the dignified shades of the academy, and he is busy at work justifying this forward movement in education and leading the way to some universal doing of this fine thing for saving the wastage of genius, compelled to struggle with the hamperings of poverty or forsake the arts for commerce.

The Western Journal of Education approves of such a movement and invites the teachers of the West to give it their thought in regard to this which ought to become a great national and world movement. Why not for our State University and for Leland Stanford Junior such endowment?

Suppose that California had so kept its own Edwin Markham in comfort and busy at creative work, his genius might have fruited with a greater enrichment of the world in "that strange beauty we call poetry." That he had to give his time to the teaching work—fine as artist work the work of teaching—and leading forth lives towards and into wisdom, may have kept back many a poem, as fine as his finest; and supposing he had been short-lived as Keats—where would have been some of those poems asail in their charm on the rivers of speech—to what final ocean our civilization and English tongue shall pass?

It is true that we owe the enrichment of the world's poetry by the genius of Markham to two of his country school teachers who understood and sympathized and encouraged. Teachers should all be always on the lookout for geniuses; and how fine, if they could have a high way to point out to these gifted girls and boys wherethrough they may travel into that fame which is holy because it has made the world a more beautiful and joyous place in which to live.

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WESSTERN SCHOOL NEWS

Paul Ward, formerly of the Red Bluff Union High School, has been elected district superintendent of Hemet and adjacent districts. In returning to the San Jacinto section, Mr. Ward will find many friends of his earlier experiences as a teacher.

Roy Good, superintendent of Mendocino County, has made a very creditable educational rule for the better professional training of teachers. The Board of Education will not renew an elementary certificate granted on examination unless the holder thereof has attended at least two summer sessions of a normal or university summer school. This is really progressive legislation, and Superintendent Roy Good and his county board of education are to be commended.

Superintendent Roy Cloud of San Mateo County has appointed Otis Carington under the new law affecting rural supervision. Mr. Carington is splendidly equipped for the work, with special emphasis on music and drawing. The rural schools are weakest along these lines, and Mr. Carington will be especially helpful. He is a composer and author of school operas and songs that have a national reputation. His delightful personality will be a great asset to the rural schools of San Mateo County.

Superintendent B. F. Enyeart of Imperial County has resigned and accepted a position in the Lo Jolla schools, San Diego County.

F. A. Wagner, for sixteen years principal of the Ventura high schools, has accepted a position in the San Francisco school department. He is devoting considerable time to working out a practical manual on school management.

Hobert Heiken, formerly of Sutter County, has been elected as assistant to C. L. Carlsen, director of part-time work in the San Francisco school department.

San Mateo County is on the map educacationally these days. Principal Glasscock of the San Mateo Union High School District is engineering a bond issue of five hundred thousand dollars for grounds and new high school buildings, and the Sequoia High School, Redwood City, has bond issues pending for $300,000.

James Ferguson, principal of the Chico High School, was one of the prominent figures at the N. E. A. meeting at DesMoines, Iowa. Chico was the one city in California that was one hundred per cent in its membership. After Mr. Ferguson's return to California he spent several weeks in Santa Cruz with his bride.

Superintendent Fred M. Hunter of Oakland, California, made a notable president of the N. E. A. He has returned to Oakland and is in good fettle to put over a great educational program for the school children of his city.

Office of
THE PUBLIC PRINTER
Washington

Dear Sir: April 18, 1921.

Replying to your inquiry of April 11, I am pleased to advise you that Webster's New International Dictionary is the standard authority in the Government Printing Office for spelling, compounding and dividing words, and that it is my present intention to continue the use of this dictionary for such purposes.

Yours very truly,
GEORGE, H. CARTER,
Public Printer.

The American School, edited by Carrol G. Pearse, a national journal for those who organize, adimnister and supervise American education, hits the high spot in educational journalism. The table of contents is remarkable. The catholicy of vision in "The Educational Month" and in the leading article, the reconstruction of American education is commendable. The table of contents gives a clear survey with such an individual personal touch that no progressive educator can afford to "waste basket" the issue, or fail to read. Carrol Pearse's master mind and strong personality are on every page. It is published at Milwaukee. Subscription price $2.00 per year.

Sam Cohn, Roy Cloud and Otis Carington will be the instructors in the Siskiyon county institute the latter part of August.

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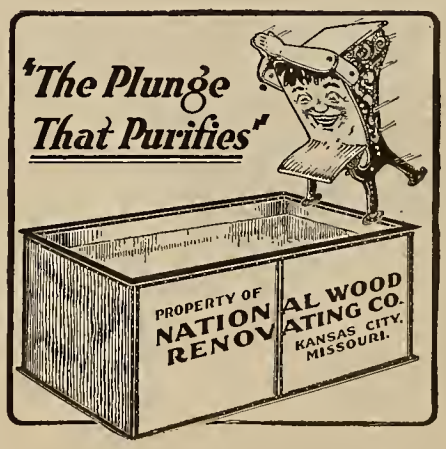


Men Who Have Helped to Make the County Institute Popular

Supt. Roy Cloud

Roy Cloud as superintendent of San Mateo County has stood for a progressive policy, for efficient teaching, for adequate salaries, and an annual institute of real value to the teachers. Mr. Cloud has a fund of delightful stories and tells them with fluency, and his practical knowledge of school affairs makes him very popular on any program. He has a State wide reputation as an interpreter of stories, as a practical adviser of teachers and as a speaker of vital ability.

Supt. Lawrence E. Chenoweth

Mr. Chenoweth has had, for so young a man, a wide experience as journalist, deputy superintendent of public instruction, State Board of Education, and county superintendent. He is a man of delightful wit, fine choice of illustration, and power as a speaker. He has made a brilliant record both as a county superintendent and as a lecturer on public school problems.

Supt. W. J. Cagney

Superintendent Cagney of San Benito County has a wonderful organizing ability, and is an expert on rural supervision. On account of his practical knowledge, blended with his high and patriotic ideals, he has been called as a lecturer in many of the institutes of California.

A GREAT COMMUNITY DAY IN SAN BENITO COUNTY

Under Direction of Supt. W. J. Cagney

Tuesday, April 26, 1921, was the greatest day ever enjoyed by the people of San Benito County, California. It was engineered, generaled and personally conducted by County Superintendent W. J. Cagney. The big day actually started the day before with one of the finest chicken dinners ever prepared, which was served by the girls of the San Benito County Junior College. It was made ready for the coming of the State Superintendent of Schools, Hon. Will C. Wood. In addition to all of this the high school orchestra was ready to play "Hail to the Chief," and a moving picture company from San Francisco was on hand to permanently record the fact that San Benito County knows how. And then, Mr. Wood disrupted the whole proceedings with a telegram that he couldn't be there and had sent Sam Cohn to represent him. Now Sam is a fine fellow, but the people in and around Hollister wanted to see and hear Will Wood. Consequently and because of that fact the wires between the aforementioned Hollister and the capital of our Golden State were kept busy in the extreme. Finally W. C. said that he would go. He was told that an automobile would be awaiting him at Oakland. Dr. and Mrs. J. S. Reynolds volunteered to go to Oakland and started in their Stutz. Two miles on the way every horse in their machine quit business and there they were. Again the wires were busy and a relief expedition went out with the Commercial Teacher in charge. He took Dr. and Mrs. Reynolds and was at the Oakland depot when the train came in. As he is a teacher and as he had the State Superintendent aboard, we will refrain from saying how fast he traveled. Not a motor cop was out and Mr. Wood arrived at 9:30 and addressed a great gathering of parents at the Grange Hall. Before his arrival the meeting was addressed by Superintendent Cagney, Miss Cecil Davis (superintendent of Santa Cruz County), Mr. A. E. Monteith (superintendent of the Redwood City schools), County Superintendent Roy W. Cloud and Sam Cohn. Mr. Wood made a wonderfully fine talk. This was followed by a dance.

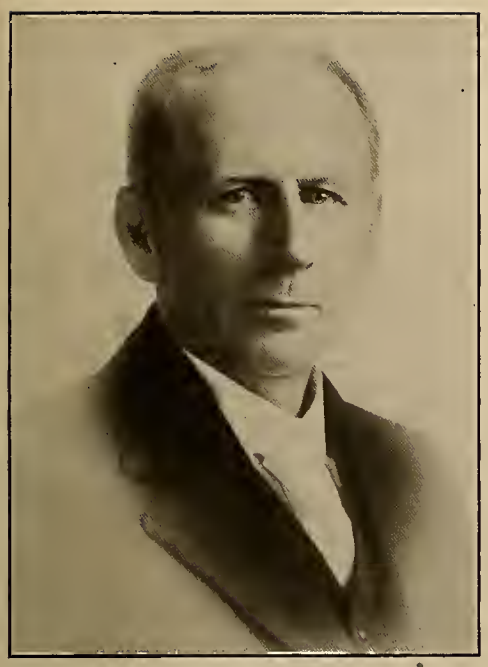
The big day started early. At eight o'clock everybody was at the new Fairhaven school. It proved to be a gem of a building, just completed at a cost of $10,000. It was fittingly dedicated and the State Superintendent accepted it in trust for the children of California. The movie men trained their cameras on the crowd; two veterans of the late war, one a soldier, the other a sailor, both graduates of the school, raised "Old Glory." Mr. Cagney then thanked the people for their interest and the first stop was a success.

The way then lead back to Hollister. Here the fine new $150,000 building which is only partly finished was inspected. The exercises at Hollister were conducted in the big Chautauqua tent. It was crowded to capacity, as all business in town was suspended for the day. Mr. Cagney introduced Mr. Wood to his fellow townsmen and Mr. Wood gave as clear an exposition of what a public school education should be as was ever heard.

At San Justo a new $16,000 school was dedicated. Here the teachers and pupils of seven school districts were assembled to do honor to their distinguished visitors. Folk dancing, singing and recitations preceded the flag raising, which was again done by ex-service boys. Again the State Superintendent and the other visitors made short addresses.

The old Mission town of San Juan was next on the line of march, and it was some line of march at that; nearly everybody in San Benito County who has a machine was there, and nearly everybody in San Benito County has a machine. The movie men had their cameras unlimbered. Mr. Cagney in his nice quiet way was adressing everyone and Old Sol smiled down with one of his warmest smiles. Here as at San Justo a number of schools had gathered. In the line of march that filed past to do honor to the State Superintendent and the county superintendent were children of native Americans, children of Americans of 50 to 100 years standing, children of Portuguese, Italian, Hindu, German, French, English; Chinese, Japanese, and every other kind of parentage, but they everyone of them pledged his or her allegiance to our flag and sang America and The Star Spangled Banner. After the speech making the way lead back through Hollister to Fairview.

Fairview is all that the name implies—a beautiful valley stretching out to the west, and to the east the "rolling foothills rise up towards mountains higher." And the way the ladies of Fairview know how to fry chicken should make you swallow. Lunch was served at Fairview—Oh boy!



Mark Keppel
County Superintendent of Los Angeles County

Supt. Keppel, not only in the arrangement of his own program, but in practical talks on school management and methods, has made a distinctive success of the county institute. He is a man of big affairs. His county budget this year amounts to seventeen and a half millions of dollars. His tremendous ability and capacity for work brought Amendment 16 through to success, and his vigorous work has resulted in legislative action. He is a performer in the highest sense of the term.

The Fairview school cost $20,000, is of Mission architecture, and has everything that a modern school should have. The regular speechmaking was done, the flag was raised and a couple of thousand more San Benitans had seen and heard the State Superintendent of Schools.

Tres Pinos was the next stop. At this point most of the mountain children of the county were gathered. Here as in the other places, Mr. Cagney knew everyone. The children did their part and the visitors did theirs and a start was made for Union.

At Union a pretty little $10,000 building was ready for dedication. Mr. Wood made the dedication speech and Mr. Cagney accepted the building. Each of the visiting superintendents was presented with a beautiful bouquet and the day's work was over.

Only in a compact county such as San Benito and with an optimist such as Superintendent Cagney could such a thing be put over. With the help of every one of his teachers and of the parent teachers' associations he had made it possible for every child and most of their parents to see the State Superintendent of their schools. It was good for them to see him, for they found him to be a great big true hearted American who is devoting his life to the service of the boys and girls of California. It was good for them to hear him as they heard a message of patriotism and loyalty to their country which should make them better Americans in the days to come.

"LOOK AHEAD! THEN BACK YOUR JUDGMENT TO THE LIMIT"

The above is the title of an article in the American Magazine, giving an account of the remarkable career of A. P. Giannini. The story of his life from school boy to successful bank president should be read in every school in California as a lesson in adventure. It is more fascinating than a fairy story, and it will grip the boy who is of any account at all. The title of the article should be written on the blackboard as a suggestion to the graduating class.

Any adequate understanding of Giannini's life—and of his views on life—must begin with him as a boy. For all that has followed was made possible by the indomitable application of the twelve-year-old "kid," who arose daily around midnight, worked on the San Francisco waterfront until school time, put in several hours of office work after school, went to bed at eight—and stood at the head of every one of his classes!

Giannini was born fifty years ago in San Jose, California. From his mother, sunny, generous, vital, and of the best Italian peasant stock, he inherited his store of energy. At the age of twenty-two she was left a widow with three small children. Later she married Lorenzo Scatena, a wholesale commission merchant in fruits, vegetables and produce. They moved to San Francisco.

The boy, just turned twelve, plunged into his stepfather's business with a loud splash. His work required him to be on the docks in the hours before dawn to meet the boats, laden with fresh foodstuffs, from Sacramento Valley.

"You'll kill yourself!" protested his mother." But Amadeo was not to be deterred. Every night he tiptoed past her door in his stocking feet and put on his shoes outside the house. Then he hailed the first early vegetable wagon to pass, and rode to the docks. He made his money in the commission business and then entered banking and is now at the head of the Bank of Italy and its many branches.

The public school people will be especially interested in knowing that he inaugurated the school savings system in 1910. It has become in San Francisco, Alameda, Oakland, etc., a great project lesson in thrift. Mr. Lawlor, who has charge of this part of the work of the bank, has certainly made a signal success, and it is service in teaching thrift that far surpasses all the U. S. Government has done in its thrift drives. Because, under direction of the Bank of Italy, it becomes an individual project, and is not spasmodic.

The following extracts show some of his wholesome philosophy:

"Can You See Beyond the Job You Now Hold?

"Most men seem afraid of eye strain if they try to look beyond today's horizon," says Mr. Giannini. "They go after $1000 now instead of working for $100,000 ten years from now. They would rather have publicity today than fame tomorrow. They put a present potpourri of pleasure above abiding happiness in the years to come.

"In the early days some of the men working with me used to complain about the small salaries they were getting. My advice to them (receiving no salary myself, I had the right to give advice) was this:

" 'Boys, let's not be penny wise and pound foolish. Give the stockholders most of the profits now; we'll take the scraps. As their pocketbooks swell they'll become such boosters and workers for the bank that it will become a giant in the land. Then, in the days of plenty, all our present sacrifices will be made up to us. . . .'

"The most paralyzing of all fears is the fear that you will do more than you are paid for. The average employee can't wait. He must 'grab it all' today. His mind is anchored to the moment."

The Business Battle is No Pillow Fight

"It's no use, however, to decide what's going to happen, unless you have the courage of your convictions. Many a brilliant idea has been lost because the man who dreamed it lacked the spunk, or the spine, to put it across.

"It doesn't matter if you don't always hit the exact bull's-eye. The other rings in the target score points, too. . . . Night after night for years I have lain awake blocking out plans. When I had made up my mind that

The New Job

She took her new job with high hopes and aspirations and a resolve to be fair to her school and to herself. She set the individual development of the child as the highest attainment that she could reach and worked toward it in every class and every subject.

Each element of physical and mental strain, which could detract from her own poise and well-being and that of her pupils, was eliminated. She was especially careful about the light in her school room and the quality and tint of the paper over which the children worked most of the day. She tried out all grades of school paper from the glaring white, through the artificial blue colors, to the soft, neutral tint of Bank Stock. When at last she found that the best work could be obtained, with no eye-strain at all, by using this scientifically made paper, she ordered it for all filler pads, notebooks, tablets, and the complete school line.

And she has had reason to be glad of her choice in her own unimpaired vision and the quality of her pupils' work.

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some move promised success, I then pictured the worst that could possibly happen if it didn't measure up to my expectations. If, at that worst, it was still a good proposition, I knew that I had a right to go ahead. Often, when in doubt, I would lay my plan before some man whose judgment I greatly respected, and ask him to punch holes in it. If I still had my faith, after he had finished trying to riddle it, I went ahead."

"You spoke of the necessity for thinking ahead of your competitor," I interrupted. "Should one have some special aim in view?"

"Aim to put yourself in a position to do something the other fellow can't do—particularly in an emergency! Be ready to help people when they need it most. Get set to yank them out of a hole. The 'glad hand' is all right in sunshine, but it't the helping hand in a dark day that folks remember to the end of time.

"A clean record is absolutely indispensable. . . . And one must shun embarrassing obligations. The business battle is no pillow fight. Sometimes you have to rake the other fellow fore and aft. As long as he has nothing 'on' you—as long as no one possesses information about you that has to be kept under cover—you can lash out with both fists. But the minute you are obliged to hold your blow for fear of a back-fire, the best part of your power is lost."

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The institution has even an international reputation, as the following letter from Frederick Heelis, London, England, shows:

"I have been much interested in seeking in Bulletin 1919, No. 47, issued by the Bureau of Education, some particulars of your college, which, judging by the avergae daily attendance, must be the largest institution of its kind in the United Statesc of America."

Heald's teaches business, stenographic, private secretarial bookkeeping and engineering courses. It fits young men and young women for the business world, for the office, for civil service positions, for banking corporation voucher, accounting, cost finding, rapid calculations and automobile repairing.

A student may enter Heald's at any time. There are no special term divisions, no vacations. Every business day the school building and offices are open from 8 a. m. to 5 p. m., and there is night school Monday, Wednesday and Friday evenings.

The school discipline is very much the same as in public schools. Tuition bought in one Heald school may be used in any school of the Heald system, transfers being made upon request. Tuition is not refunded, but in suitable circumstances credit may be transferred to another member of a family. Regular attendance is required of pupils, and in case of unavoidable absence or tardiness of student, allowance is made for time lost, written excuses.

The college is open throughout the year, but vacations may be arranged to suit the convenience of the student. Allowance is made for time lost unavoidably, if amounting to one week or more.

The full commercial course is from twelve to fifteen months; business course, eight to twelve months; stenographic course, six to eight months; private secretarial course, eight to twelve months, and civil service course, two to eight months.

Miss Mabel Claire Stark, head of department of geography, Salem Normal School, Salem, Massachusetts, and Dr. Derwent Stainthorpe Whittlesey, instructor in geography, University of Chicago, gave interesting courses in geography at the summer session of the University of California, Southern Branch, at Los Angeles, June 20 to July 30.

Miss Stark gave a course on the "Geographic Regions of the World" and a course on "South America." Dr. Whittlesey gave one course on "Political Geography" and another on the "Geography of the United States."

Both geographers had excellent classes and their work was exceptionally well received both from its utilitarian and inspirational value.

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For boys and girls from twelve to fifteen years of age elementary general science is an essential study. No other school subject affords so many vital points of life or brings the school into such close relation with the outside world.

In Civic Science in the Home, everyday science topics are treated in a way which will encourage pupils from twelve to fifteen years of age to work for the betterment of their home and community environment. A list of problems introduces each chapter, followed by a list of projects. Laboratory experiments and demonstrations are outlined where needed. Numerous score cards are included which serve to tie up the school work with real life outside.

The numerous illustrations are not only new but have been carefully planned for their pedagogical utility.

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Margaret McNaught, commissioner of elementary schools, has sent out word that the cabinet will hold hearings for authors and publishers at Sacramento September 6 and 7, and the State Board of Education will hold hearings at Los Angeles on September 22. The topic under discussion will be Textbooks in Geography. The following companies will be represented: The American Book Company, M. W. Arleigh, Ginn & Company, Heath & Company, Houghton Mifflin Company, Little Brown & Company, McKnight & McKnight; The Macmillan Company, Rand McNally Company, Harr Wagner Publishing Company, The John C. Winston.

Mr. Harold Hartshorn has been elected to the principalship of the Perris High School.

The Los Angeles City Board of Education has purchased films for use of the schools for this coming year.

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The Santa Monica city schools, under Horace M. Rebok, conducted a summer session this year.

Paul G. Ward, for several years past principal of the Red Bluff High School, has been elected district superintendent of the Hemet schools. Mr. Ward has charge of the Hemet High School, grammar school and of several adjoining affiliated grammar schools.

HOUGHTON MIFFLIN COMPANY
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This well known firm has located a depository at 612 Howard street, San Francisco, and placed Mr. Allen in charge of the elementary, high school and college text books. Among the books that are attracting wide attention at this time is Bolenius silent Readers. These books, for intensive reading, interpretative reading, in reference reading, in rapid reading, have been universally successful. The series train pupils to silent reading.

The demand for a direct method of teaching French has been met in La Classe en Francais by E. Gourio. This book is adapted to high school work and teaches pupils to read, speak, write and think in French in a short time. It is a book that every teacher of French should have. Houghton Mifflin Company is prepared to give fine service to the schools. Write for literature on the above books.

New and Forthcoming Books

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A second book for Americanization classes, continuing the work begun in O'Toole's First Series.

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Hotel Del Coronado

The beautiful, attractive and romantic hotel, where the sessions of the annual convention of City and County Superintendents will be held the week of September 26.

Here first on California's soil
Cabrillo walked the lonesome sand;
Here first the Christian standard rose
Upon the sea-washed western lands,
And Junipero Serra laid loving hands.
—Madge Morris Wagner.

The above picture shows an attractive glimpse of the Hotel del Coronado. The place offers many delightful features and events. Hon. Will C. Wood is arranging a great program, and Superintendent H. C. Johnson of San Diego, Arthur Chamberlain, President E. L. Hardy, Dr. H. E. Stotz, Harr Wagner and Superintendent Grace Stanley have been appointed a committee to furnish entertainment.

Superintendents will find the Hotel Coronado a delightful place to bring friends and relatives. Mr. W. A. Turquand, manager, says:

"On entering the Hotel del Coronado a hearty welcome awaits all guests. Attentive, thoughtful, yet unobtrusive service, with the prime object of making travelers comfortable, thoroughly at home and in the midst of pleasant surroundings, are among the qualifications insisted upon from our employes. We take pride in the extent of its accomplishment. The hotel is conducted on the American plan. The cuisine is of the standard to be expected at high-class resort hotels."

For poetry there is nothing to surpass Joaquin Miller's Dawn, which he wrote under the inspiration of Coronado's environment:

"My city sets amid her palms,
The perfume of her twilight breath
Is something as the sacred balms
That bound sweet Jesus after death.
Such soft, warm twilight sense as lies
Against the Gates of Paradise.

I love you, love you, Maid of Night—
Your perfumed breath, your dreamful eyes,
Your holy silences, your sighs
Of mateless longing, your delight
When night says, Hang on yon moon's horn,
Your russet gown, and rest till morn."

In her poem at San Diego Bay, Madge Morris wrote years ago her prophecy of today:

"In silence sleeps the bay no more;
Its treasury of wealth is found,
And all its crescent curving shore
With infant cities girded round,
While through its gateway come and go
The sails of sun and sails of snow.
Progress to the new old west
Has turned her face and set her seal,
Has bound her waters, broke her hills
And shod her desert sands with steel.
O Land of Sun! hot splendid sun!
Of sea cool winds and southern moons!
Of days of calm and nights of balm
And languorous, dreamy noons—
No seer hath need to tell for thee
Thy daring and thy destiny."

Dr. Oliver Peebles Jenkins of Stanford University has written a most charming and useful scientific book of nature stories for children. It will be suitable for elementary grades. It will be published by P. Blakiston Son & Company, Philadelphia, Pennsylvania.

Matka, by David Starr Jordan, has been published in a new and attractive form by The World Book Company. Price 80 cents. For sale by the Harr Wagner Publishing Company.

The Modern Milk Goat, by Irmagarde Richards, is the latest and best and, in fact, the only book of real value to anyone interested in purebred goats. Published by Lippincott's. For sale by Harr Wagner Publishing Co. Price $3.

Dr. Robert A. Millikan, professor of physics at the University of Chicago, who has gained world-wide distinction for his original researches on the electron and the structure of matter, has been appointed director of the Norman Bridge Laboratory of Physics at the California Institute of Technology and chairman of the executive council of the institute. Dr. Millikan has accepted the post and will come to Pasadena in October, at which time the new Norman Bridge Laboratory of Physics will be ready for occupancy.

The Bay Section of the California Teachers' Association will meet in San Francisco early in October. President W. T. Helms of Richmond is arranging a fine program. Superintendent Roy Cloud, with his force, and other counties will hold joint sessions with the C. T. A.

President Robert L. Bird of the Central Teachers' Association will hold the meeting of the Central Teachers' Association at Santa Cruz the week of October 3rd. A fine program is being planned.

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Book Two is extremely practical in its scope. The twenty lessons contain important information about the trades, professions, government and civic life, etc., and are fully illustrated. The grammatical construction introduced in Book One is given the final touches. A complete vocabulary of the lessons is found particularly useful. 325 pages $2.00

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Superintendent H. B. Wilson of Berkeley has just returned from Columbia University, where he conducted a course on school administration. He had a large class of superintendents and men and women connected with State, city and county school administration.

Riverside has had non co-educational schools for quite a number of years. A party has risen desiring co-education. The city board has put it up to the voters to decide. The election will occur in September.

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Oldest and Best-Established School Board Periodical on the Pacific Coast . . . . Representative of California Federation of School Women's Clubs, Teachers' Association of San Francisco and devoted to the interests of 20,000 Teachers of California

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MEETINGS

Bay Section the California Teachers' Association; W. T. Helms, Richmond, Cal., President; W. L. Glascock, Secretary. Meeting San Francisco, October 3, 4, 5.

Northern California Teachers' Association, Ella McCleary, President, Sacramento, Cal.; Mrs. Minnie O'Neil, Secretary.

Central California Teachers' Association.

Southern California Teachers' Association, Merton E. Hill, President, Ontario; Dr. E. A. Wilson, Secretary, Los Angeles.

California Council of Education, E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs. Mrs. M. R. O'Neil, Sacramento, Cal., President; Mrs. I. M. C. Smith, Sacramento, Cal., Secretary.

Central Coast Section the California Teachers' Association. R. L. Bird, San Luis Obispo, President; G. A. Bond, Santa Cruz, Secretary. Meeting Santa Cruz, October 3, 4, 5, 6.

California Education Officers, Sacramento, Cal. Hon. Will C. Wood, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Albert C. Olney, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Stanley B. Wilson, Mrs. Agnes Ray, George W. Stone; Elizabeth R. Phillips, Porterville.

The Western Journal of Education

HARR WAGNER, Managing Editor.
OFFICIAL DEPARTMENT — Official News and Articles furnished by Will C. Wood and other members of the State Department of Education.
ALICE ROSE POWER, School Director, City and County of San Francisco, San Francisco, Associate Editor.
HERBERT F. CLARK, Editor for Southern California.

Founded in 1895, it commands the support of every teacher who is interested in the newest lines of educational thought, and of every trustee who desires to keep in touch with movements for the betterment of the schools. It is not run in the interest of any special organization, of any interest or type of educational doctrine. Its field includes an optimistic support of the best class of educational uplift, both of men and measures.

Manuscripts, Contributions of an educational character, including Methods, Devices, School News, Matters of Special Interest to School Trustees, etc., desired.

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SAYINGS OF HORACE MANN

Let the next generation be my client.

The common school is the greatest discovery ever made by man. Other social organizations are curative and remedial; this is a preventive and an antidote. They come to heal diseases and wounds; this, to make the physical and moral frame invulnerable to them.

A moderate degree of intelligence diffused through the mass of the people is more than an equivalent for all the prodigality of nature.

I would much sooner surrender a portion of the territory of the commonwealth to an ambitious and aggressive neighbor than I would surrender the minds of its children to the domain of ignorance.

Columbus' Mariners
By Arnold Zocchi

All that these swarthy mariners needed to enable them to discover America was a Columbus to guide them through uncharted seas where as they thought, "not even God would know" should they fall dead

COLUMBUS

He Gave Its Grandest Watchword, "On and On"

By Joaquin Miller
Poet of the Sierras

Behind him lay the great Azores,
  Behind the Gates of Hercules;
Before him not a ghost of shores,
  Before him only shoreless seas.
The good mate said: "Now must we pray,
  For lo! the very stars are gone.
Brave Adm'r'l speak; what shall I say?"
  "Why, say: 'Sail on! sail on! and on!'"

My men grow mutinous day by day;
  My men grow ghastly, wan, and weak."
The stout mate thought of home; a spray
  Of salt wave washed his swarthy cheek.
"What shall I say, brave Adm'r'l, say,
  If we sight naught but seas at dawn?"
"Why, you shall say at break of day:
  "Sail on! sail on! sail on! and on!"

They sailed and sailed as winds might blow
  Until at last the blanched mate said:
"Why, now not even God would know
  Should I and all my men fall dead.
These very winds forget their way,
  For God from these dread seas is gone;
Now speak, brave Adm'r'l, speak and say—"
  He said: "Sail on! sail on! and on!"

They sailed. They sailed. Then spake the mate:
  "This mad sea shows his teeth tonight.
He curls his lip, he lies in wait,
  With lifted teeth, as if to bite!
Brave Adm'r'l, say but one good word:
  What shall we do when hope is gone?"
The words leapt like a leaping sword:
  "Sail on! sail on! sail on! and on!"

Then pale and worn he kept his deck
  And peered through darkness. Ah, that night
Of all dark nights! and then a speck—
  A light! A light! At last! A light!
It grew, a starlit flag unfurled!
  It grew to be Time's burst of dawn.
He gained a world! He gave that world
  Its grandest lesson, "On, sail on!"

Note: Under the school law teachers are required to hold school on October 12, a legal holiday, and to teach the meaning of the day. Joaquin Miller's poem "Columbus" is pronounced by the London Athenaeum as America's greatest poem. It should be read and studied in every public school on October 12, 1921.

FREE TO TEACHERS

Either the Elementary or Advanced Geography by McMurry & Parkins will be sent free for examination to teachers. This is a new book, with new methods, new pictures, new maps, everything right up to 1921. Write to Macmillan Company, 609 Mission Street, San Francisco. Mention this Journal.

THE LIBRARY'S RELATION TO NEIGHBORHOOD AND COMMUNITY WORK

Libraries have existed for centuries. Formerly it was only the clergy who knew how to use these great collections of books Even after the invention of printing, the books remained chained to their shelves. Until within a few decades the librarian's creed seemed to be—select the best books, list them elaborately and expensively, and save them forever. We are all familiar with the story of the Harvard librarian, who, when his friend inquired how he fared, said: "Very well. I have all my books on the shelves but one, and I am now on my way to Professor A's to get that." Today we are concerned not so much with keeping books on the library shelves as with getting them out—not only in getting books out but in collecting and making available the vast flood of pamphlet material. For if the library does not make all material accessible it will fail in what is a library's chief function, that of adding to a community efficiency by keeping it informed on whatever of importance may be doing in the world.

The library of today, then, collects, sifts, preserves, classifies and makes available the world of print. I will go a step further and say that the library should be not only an information bureau and a directory of written information, but of unwritten information as well. In short, every citizen should turn to the library for ideas and help in work and play.

Our library ideals have risen, our horizon has broadened, and our work has increased both in extent and depth. The librarian of 100 years ago, yes, even of 50 years ago, would not feel at home in an up-to-date library of today. The libraries and librarians of older days lived according to their light, but—

"New occasions teach new duties;
Time makes ancient good uncouth;
They must upward still and onward
Who would keep abreast with truth."

And now how does the up-to-date library co-operate with the social workers in neighborhood and community? First—there is the obvious service of making available books and periodicals which the social worker needs to consult. The foundation of such service, of course, is the possession by the library of as complete a collection of relevant material as possible. In making such a collection the social workers of the community should be consulted. There are sure to be local interests for the social worker which should determine to some extent what books, pamphlets, reports and periodicals would be most useful. This would vary in different communities and the selection made by the library in one city would not necessarily be an entirely satisfactory guide for a library in another.

People engaged in social work have, for the most part, a big demand made upon their time. They do not work on a definite hour day schedule and their reading frequently is one of the things which is sacrificed. A very important service that the library can perform is to call their attention to publications and articles which bear directly on the work they are doing. This takes but a very few minutes of the librarian's time each morning as she is checking over the new material, and it will serve to stimulate professional interest in the workers. Not one of us can continue our growth intellectually except by coming in contact with new material, new information, new ideas. This is the library's business, to make the proper contact between the library and the public. The library is the continuation school for each one of us individually; it is the university for all adults.

The library should also furnish short, concise book reviews. These may either be mimeographed and distributed or may be printed in the local papers. Usually the local press is glad to publish notices of such books, especially if their relations to current social questions is attractively presented in the notices.

One of the great needs in social work at present is a better understanding, on the part of the general public, of the agencies in existence and of the work they are doing. One of the big things for the library in this connection is to do educational work with the public and stimulate all people to do some reading along social lines. This can be done through bibliographies, posters and exhibits. The exhibit in its simplest form may be very effective in stimulating interest in work of this kind. If local resources have not been developed, an exhibit of what is being done in other communities of corresponding size is sometimes effective in arousing interest. The Department of Surveys and Exhibits of the Russell Sage Foundation can be very helpful in this direction. Right here let us pause to pay tribute to Mr. Jenkins and his staff for that most helpful tool for librarians and social workers published by the Russell Sage Foundation. I refer to "Social Workers' Guide to the Serial Publications of Representative Social Agencies," a check-list of the publications of 4000 institutions and organizations arranged alphabetically and by subject. We wonder how we have managed to do without this tool for so long.

The library should know the organizations of the town or city—the police department, the fire department, department of health, the charitable organizations and any and all institutions which are for the purpose of human betterment—know what they are doing and find out by personal interview how the library may be of more service to them and more service directly to the neighborhood.

The library should have on file bulletins concerning pending legislations, state and federal, which would be of interest to social workers. Know what other towns or cities of approximately the same size are doing and pass the information on to the social worker. There is nothing that furnishes a greater incentive for work than to know that your town is being surpassed by another in a particular field of work. If there is any special survey being undertaken in the community or if some problem is engaging a particular amount of attention, the library should collect from its shelves and other available places material bearing upon such topics and should notify the general public as well as the social workers that it is available.

The librarian has an opportunity to meet young people who are interested in a general way in matters pertaining to community service, and to acquaint them with the possibilities for definite training for social work and the field which is open to professional social workers. There should be on file in the library, bulletins from all the schools of social work and from the universities which have added a department of social work.

So far I have spoken only of the informational side of the library. There is the inspirational side which we must not forget. Social workers, probably more than workers in any other professions, come in contact with the sordid and seamy side of life, and in hours of relaxation need to be lifted out of this state of mind. Too often we forget—

"There is no frigate like a book
To take us lands away,
Nor any courses like a page
Of prancing poetry."

Is it biography, travel, poetry, the essay, drama, fiction, or books on the great out-of-doors you favor? Each and all may be had for the asking. You have but to step upon the magic carpet to be carried to all the world there is and some there never was. You will come back from these excursions stimulated and refreshed and better able to "carry on."

Above all the library must be a human organization, interested in the human side of librarianship, and anxious to take its place in the community. If the library staff has not this spirit, no amount of money spent on equipment will ever make it a living factor in the lives of the community. For the secret of creating interest is to be found in being interested. It is the personal equation of the whole library staff that makes the books a living force, or not, in a community.

Our libraries must reach out and give wider service. They must co-operate in all new fields of work. There is no such thing as standing still. The instant the forward movement ceases, death begins. Working together, we can create conditions that make human progress inevitable.

—Delia G. Ovitz, Librarian State Normal School, Milwaukee, in June American School.

BULLETIN OF CHAMBER OF COMMERCE ON OUR PUBLIC SCHOOLS

"For this work the School Department receives the highest commendation in the Bureau of Americanization in Washington. I find a fine esprit de corps among our two thousand teachers, ambition for betterment, and a desire to get from other communities all that such communities have to give in educational lines.

"The standards of training in the regular studies," continues Mrs. Sanborn, "the three R's, which we all recognize as the basis of academic education, have not been lowered, but the methods of presenting the subjects have been improved in San Francisco. In addition, training in the arts, science, vocational work, household economics, cosmetic science, physical culture, is being given to our little folk. 'Our Daily Bread,' recently shown to many thousands of the elementary school children, is an illustration and is a part of the well-matured plan of visual education. The children who see the picture, from the sowing of the seed to the

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loaf being taken from the oven, are learning many things easily and pleasantly. These special departments, under experienced supervisors, are training not only children but teachers, so that competent staffs in all these departments are being developed, and much practical benefit is accruing to our children."

Commenting upon the large sums which San Francisco and the State spend upon public instruction and the results attained, the report states:

"It is doubtful whether any other State in the Union spends more per capita upon its educational institutions than California. For the year 1921-1922 the State government will spend on elementary and secondary schools alone a total of $14,460,000. School authorities estimate that for every dollar the State spends the cities and counties spend $2.50. The grand total for these two classes of schools would therefore aggregate $36,150,000. Add to this $4,616,193 appropriated for the same period for the University of California and we have a total for the educational system alone of $40,766,193.

"Large as that sum is it does not yet comprise all the cost of maintaining and operating the State's educational institutions, for there are to be added still the expenses of the eight normal schools, the California School for the Deaf, Dumb and Blind, the State Library and several other educational functions which the State exercises. There are indicated in the State's total educational appropriations for the biennium of 1921-23, amounting to $43,799,936.

"The large share in the State's school expenditures that San Francisco bears for its own schools is indicated in the figures which show that in the last fiscal year the cost of maintenance and operation amounted to $3,670,000, of which sum more than half a million was allotted to high schools.

"Judged by results none may contend that the schools and colleges of California have failed to justify the tremendous expenditures of public money and private endowment funds that have been given generally to build and maintain them. College bred men lead in practically every department of California's political and industrial life. It would be easy to call the roll of those whose intellectual zeal and untiring effort have made the State a model for others of the Union in laws conserving the public interest, protecting women and children, and safeguarding the lives and rights of its workers. The leaders in the movement to make California statutes conform to modern conceptions of justice have been, almost without exception, graduates of California colleges and universities.

"A casual examination of any manual of directors of California corporations will reveal a surprisingly large proportion of university men among them. In professional life, of course, college training is prerequisite, and members of the professions are universally graduates of the higher institutions of learning."

TONING UP OF PROFESSIONAL SPIRIT

In order to stimulate and thereby raise the professional spirit among the teachers of Vallejo, I have addressed the following communication to the principals of the Vallejo buildings with a request that they take same up for the consideration of the various teachers employed in the respective buildings. Permit me to submit the communication just as a matter of information.

I trust same meets with your approval.

"August 26, 1921.

"To the Principals:

"The schools are again under way and we may now give a little of our thought and attention to some things which may stimulate, strengthen, and render more interesting the work of the various members of our school department.

"I take it that it is generally admitted by educators that the teacher in service needs to be able to make new adaptations and must ever be kept capable of making new adaptations and readjustments. It is further admitted that no fixed and limited stock or outfit of methods and principles, even if it include all of the best known methods and principles on the day of graduation, constitutes an adequate life stock, unless there be provided for modification, substitution, and even for addition.

"Stagnation has but one antidote. Growth alone prevents decay. Mechanical continuance of the same old method, the repetition of the same line of thinking on the same old subjects, brings its loss of alertness and of sprightliness of mind. Liveliness of fancy and readiness of conception may be preserved by adoption and adaptation of new and newer plans, recommendations, determinations.

"There are many things which we may do with profit to our profession:

"First. We may establish a course in professional reading.

"Second. We may arrange for a course of lectures on topics in which teachers are interested.

"Third. We may arrange for university extension work to be given in our own city.

"There are other things which we might do, but I have suggested some of the most common methods employed for professional growth among teachers.

"Will you, therefore, take up the thought of this letter with the teachers under your supervision and advise me by letter not later than Saturday, September 3rd, what your teachers think on this subject of the 'Improvement of the Teacher in Service'?

"Thanking you in advance for your cooperation in this matter, I am,

"Very truly yours,

"ELMER L. CAVE,

"City Superintendent of Schools."

Books are both our luxuries and our daily bread. They have become to our lives and happiness prime necessities. They are our trusted favorites, our guardians, our confidential advisers, and the safe consumers of our leisure. They cheer us in poverty and comfort us in the misery of affluence. They absorb the effervescence of impetuous youth, and while away the tedium of age. You may not teach ignorance to a youth who carries a favorite book in his pocket; and to a man who masters his appetites a good book is a talisman which insures him against the dangers of overspeed, idleness, and shallowness.—Henry Stevens.

Old books, as you well know, are books of the world's youth, and new books are fruits of its age.—Oliver Wendell Holmes.

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JOTTINGS OF A TRAVELING BOOKMAN

By W. M. Culp

Claremont city schools, under the superintendency of W. H. Hughes, have been making excellent progress during the last year. Mr. Hughes has the privilege of working in a high class college community and the atmosphere of Pomona College is most conducive to good school progress. In the field of educational measurements Mr. Hughes has done much research work. This last year he gave a course in that subject in Pomona College to prospective teachers and teachers from nearby schools.

In co-operation with the Educational Research Department of the University of California Mr. Hughes found a class of principals and teachers who worked upon educational research problems. Credit towards the Doctor's Degree was given for the course. Representatives from Pomona, Chaffey Union high school, Chino, Monrovia, Alhambra, Claremont, Pomona College, Bonita Union high school were in attendance. Mr. Hughes' enthusiastic work has made him recognized as one of the foremost schoolmen of the Southland. At the last meeting of the High School Teachers' Association Mr. Hughes was elected director of the Southern Section.

Mrs. Grace C. Stanley, superintendent of San Bernardino County schools, will have two field assistants for supervising work for this coming year.

Mrs. Sarah Bickwell, formerly principal of the Crafton school, Redlands, will supervise music and drawing and will also have charge of the work in educational measurements. Miss Margaret Dehde will be supervisor of physical training. Miss Dehde comes from Oshkosh, Wisconsin, where she was engaged in the physical training department. Miss Dehde has spent a year in New York, held summer classes in Milwaukee, and has demonstrated physical training problems in Chautauqua work.

Covina schools, under District Superintendent Ben S. Millikan, are on the increase. Over a thousand students are enrolled this year. There are over three hundred and fifty in the high school and over six hundred in the grammar school. Two busses were put on this year to transport grammar school students. The grammar school is in charge of Miss Eva D. Edwards. The grammar school building was finished toward the end of the last term and is a beautiful building, exceptionally well adapted for its pupils.

Mr. Joseph F. Daniels, Riverside City and county librarian, is having extensive improvements to his library and library school. Seventy-two thousand dollars are being expended for the purchase of adjoining land and for the erection of an east wing to the present library building. The two structures that are on the bought property are to be remodeled for use of the library school.

The Inglewood Grammar School, in charge of G. W. Croizer, opened this year in its new plant. It is to be recalled that the tremors that visited Los Angeles region las year did considerable damage in Inglewood. A beautiful eight-room section has been added at a cost of $72,000. Thirty-five thousand dollars has been spent for the remodeling of a part of the old building. An auditorium is to be added this next year.

James A. Davis, superintendent of Watts grammar schools, has over 1500 children in attendance this year. Forty-five teachers are on the force. Seven new rooms and seven additional teachers were recured for this year.

Otto J. Harvey, principal of the Compton Grammar School, has a new twelve-room kindergarten and primary building for this opening term. The building was constructed at a cost of $77,000. One unique feature of the building is that there is a fireplace in each room. Gas is burned in the fireplace, fresh air being drawn in from outside. The flame is regulated by the class room teacher. Such a system is said to give almost a uniform temperature throughout the room. Some 500 children are enrolled.

Compton Union High School, under the principalship of O. S. Thompson, has a larger attendance this year than last, even after the withdrawal of two grammar school districts which were added to the Norfolk High School.

Lewis F. Ferrish, in charge of Venice grammar schools, will have two teachers working with children in opportunity classes.

Prof. Clement, superintendent of Redlands schools, believes that the child above the average should have a chance as well as the subnormal. The last year he selected a group through examination and they easily accomplished a year's work in half the usual time.

B. R. Crandall has resigned the superintendency of San Bernardino schools to be associate professor of education of the College of Agriculture of the University of California.

The Imperial County Board of Supervisors have elected H. C. Coe, El Centro rancher and former superintendent of schools, to be county superintendent of schools.

Arleigh C. Griffin, former head of the department of education of the University of South Dakota, has been elected as assistant director in the department of psychology and research of the Los Angeles schools. Dr. Griffin will work under the direction of Dr. A. H. Sutherland. The new assistant director takes the place of Dr. H. C. Hines, who is now in the department of education, University of Washington. Dr. Griffin's work will be primarily along school improvement lines, working with principals and superintendents in an attempt to improve courses of study and the methods employed in looking after the educational needs of subnormal and abnormal children.

C. H. Mullen has charge of physics and chemistry in the Compton High School this year. Last year Mr. Mullen instructed in physics at the University of Southern California.

Miss Margaret Livingston is busy with the establishing of the new Orange County Free Library. Many communities are desirous of immediate service and Miss Livingston expects to be ready to meet all needs in a short time.

Percy R. Davis succeeds Dr. B. R. Crandall as superintendent of San Bernardino city schools. Dr. Crandall has resigned to accept the position of associate professor of education of the College of Agriculture of the University of California. Mr. Davis brings to his new position a varied experience in school administration in California. He has been principal of the Lakeside Union high school district and superintendent of National City schools. In these two positions he has accomplished much.

This last year he brought about the consolidation of various adjoining grammar school districts into the National City system, put over a successful bond election for a new high school building and leaves the National City system in a highly improved condition.

Mr. Davis is a young man devoted to education, and all wish him success in his larger position.

The High School Bulletin is the name of a publication issued at Brawley, Calif., by the high school under the direction of Geo. R. Momyer, the principal. It is an attractive publication filled with valuable information for the student body and patrons.

Leonard F. Collins, principal of the Burbank grammar school, has a fine new building for the opening of school, erected at a cost of $116,000. Some twenty-four rooms make up the school plan. Opening registration enrolled over 850 pupils.

Eagle Rock City has sprung up within the last few years tremendously. Ernest E. Harwood is in charge of three excellent grammar schools there. The attendance this year is over 550.

T. S. Moore is principal of the Burbank high school this year. Mr. Moore comes from Colorado Springs, Colo., where he was engaged in high school work. Mr. Moore is a graduate of Colorado College and has attended several sessions of the University of California, so he is very well acquainted with the system in California.

Glendora grammar school, under Wert C. Williams, has opened for another successful term. Some 500 children are in attendance in the fine new school building that was completed last year.

The Arcadia City grammar school has a capable new supervising principal in the person of Clark H. Reid. Mr. Reid comes from Pueblo, Colo., where for five years he was assistant county superintendent of schools. Previous to that he held positions as principal in city schools of Missouri and Colorado. Mr. Reid is from Missouri Teachers' College and has had instruction in various colleges throughout the country. Mr. Reid brings to Arcadia a

wide experience in educational matters and is up in the new problems confronting our elementary schools. Mr. Reid is bound to make his influence felt in California.

THE PRESIDENT ON EDUCATION

Warren G. Harding

We have just awakened to the fact that the education of the American child has fallen below the standard necessary for the protection of our future. We have to face the fact that our school teachers are underpaid; that in physical training, in the teaching of American civil government and American history, in the principles of Americanism and of Americanization we have been deplorably delinquent. But nowhere is there more cause for alarm than in the fact that the rural-school term is far too short and that four-fifths of the rural schools are one-teacher schools, resulting in hasty and careless teaching, and that the opportunity for country boys and girls to have high-school education is all too slight * * * We owe it to the childhood of the Nation and the childhood of the agricultural district of our land to place at its disposal the utmost in educational facilities.

SCHOOL NOTES

Superintendent John Anderson of San Joaquin county died suddenly from the effects of heart trouble. Mrs. Anderson has been appointed to succeed him. Superintendent Anderson will be greatly missed from the ranks of educators. He was a lovable, kindly man, who did his work in life with a clean conscience and good intentions.

Mrs. Anderson, who succeeds him, is capable, energetic and progressive, and will carry forward the work of her late husband in an efficient manner.

Ownership of Books

Golden volumes! richest treasures!
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You my eyes rejoicing please,
You my hands in rapture seize!
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Lights who beamed through many ages,
Left to your conscious leaves their story,
And dared to trust you with their glory;
And now their hope of fame achieved!
Dear volumes! you have not deceived!
—Isaac Disraeli.

The California State Association of English Teachers, Effie B. McFadden of State Teachers' College, San Francisco, president, and Benjamin Wood, secretary-treasurer, has published a "Handbook of Composition for Teachers of English in Ninth Year of California High Schools." It is approved by A. C. Olney, state commissioner of secondary schools. It is for sale at 50 cents per copy; in lots of 25 or more, 40 cents per copy. For copies, address Emma J. Breck, University high school, Oakland, or Effie B. McFadden, State College, San Francisco. This leaflet on English takes up the subject in a practical way, and covers just the ground that pupils should know accurately, and have the habit of writing clearly and correctly. It is not only the minimum essential, it is the normal essential in English of every student.

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Own Books

Books are delightful society. If you go into a room and find it full of books—even without taking them from their shelves they seem to speak to you, to bid you welcome. They seem to tell you that they have got something inside their covers that will be good for you, and that they are willing and desirous to impart to you. Value them much. Endeavor to turn them to good account, and pray recollect this, that the education of the mind is not merely a storage of goods in the mind. The mind of man, some people seem to think, is a storehouse which should be filled with a quantity of useful commodities which may be taken out like packets from a shop, and delivered and distributed according to the occasions of life. I will not say that this is not true as far as it goes, but it goes a very little way; for commodities may be taken in, and commodities may be taken out, but the warehouse remains just the same as it was before, or perhaps a little worse. That ought not to be the case with a man's mind.—Rt. Hon. W. E. Gladstone.

President E. C. Moore of the University of California, Southern Branch, was the principal speaker at Southwest Texas Institute conducted by Superintendent Jeremiah Rhodes of San Antonio, Texas. The meeting held a unique feature in that it carried forward a daily demonstration school. Dr. Moore made a hit and was a great inspiration to the teachers of Texas. The demonstration school was also a great success. Dr. Rhodes is to be congratulated on the success of this important meeting to the teachers of the Southwest.

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WHAT IS DOING ELSEWHERE

By Ruth Thompson

Great increase in attendance in both the high and grammar schools has necessitated the building of new schools in many districts in California. Other districts are planning to issue bonds for new buildings.

Elmer L. Cave, city superintendent of Vallejo schools, has five new buildings under construction. He expects to have his students at work in these schools by the first of the year. They include a high school erected at a cost of $250,000; a grammar school costing $140,000, and three elementary schools costing $40,000 each.

George E. Anderson, district superintendent of the Hollister schools, is having built an eight room school which will house the domestic science work of the high school and the departmental work of the sixth, seventh and eighth grades.

The people of Hayward, where M. L. Benson is superintendent, have voted school bonds to the extent of $180,000. A natural amphitheater consisting of twenty acres, from which a view of the bay region may be seen, has been chosen for the site. Superintendent Benson states that in the last two years in the Hayward schools there has been an increase of six hundred children and fourteen teachers. The new school will be ready in another year.

Mill Valley boasts of a handsome new school building. According to Superintendent H. H. Matthews the new quarters will be occupied in another month probably.

With a bond issue for $250,000 for a junior high school and gymnasium pending, the Petaluma schools will find room for the influx in attendance in their schools. Bruce H. Painter, city superintendent, reports a thirty per cent increase in attendance.

Miss Valarie Ansel is acting principal of the new grammar school in San Rafael. The building is mission style and the grounds are convenient for the many activities which are held out of doors in this district. Wade Thomas is district superintendent.

County Superintendent Cecil M. Davis of Santa Cruz reports three county schools under construction.

A new elementary school is being built in Pacific Grove.

Sacramento is carrying on an extensive school building plan.

Plans for two new county schools in Santa Cruz county have been adopted, according to Miss Lena Jackson, county superintendent.

Jo. F. Carney, supervising principal of Calistoga, says that there will be a new high school building in his district soon.

Mental Measurement Tests

Mental measurement tests are being used by the best educators now in placing the children so that they may get the most out of their work. Superintendent G. E. Anderson of Hollister uses the mental measurement plan for promotion in his school rather than the old report card plan, which is now becoming obsolete with progressive school men.

In February, 1921, Anderson organized high and low grades in his schools, using the mentality tests for the greater part in making such grading. The results thus far, he reports, are gratifying. The department of education of the State University is recognizing this work of Anderson's as sufficient for a master degree thesis. This thesis should be a valuable contribution to the California system of education.

Remarkable results in the primary grades have been gained in Hayward where the mental and scientific tests are used, according to Superintendent Benson. Benson hopes to develop a department in his schools to handle these tests. It is found that this departure from the old "hard and fast" system develops the initiative of the child and enables him to advance in his work as rapidly as his ability and industry will permit.

The Needs of the Teachers

Joseph Dias, superintendent of the Centerville school, has developed a novel plan of recreation for his teachers. The coming of a holiday usually means a trip for the Centerville teachers. They all go together by machine to Santa Barbara, Yosemite or some other place and return refreshed, broadened and stimulated for their work.

The Centerville school is a model country school. Departmental work is included; a theater, which is a community affair, is connected with the school. Miss Aurora C. Bettencourt is vice-principal. The Centerville school is one of the old ones in the State. The district was begun in 1852.

Larkspur-Corte Madera School

Nestled at the foot of Mount Tamalpais among the redwood trees is the Larkspur-Corte Madera district school where H. C. Hall is principal. On the spacious grounds of the school is a drinking fountain made of lava which has flowed from the nearby mountain. It is dedicated to the service boys. Seventy-five young soldiers from this school were in the world war.

Community sports are emphasized at this school. Mass sports rather than individual sports find a place here. The grounds are used by the two towns of Larkspur and Corte Madera for outdoor sports, such as football, baseball, tennis and other games. The deputy State commissioner of physical culture, when he visited the school, complimented Superintendent Hall upon the outdoor activities, the spacious grounds and the inspiring outlook. Hall hopes to add still more acres to his school grounds and change the name from "school grounds" to town park.

Departmental System

Sausalito schools are trying out the departmental system of teaching in the sixth, seventh and eighth grades. C. O. Sharpe is supervising principal in Sausalito and Miss G. J. Perry and Miss Eva Keane are acting principals.

New Courses of Study

Teachers and superintendents are busy in many localities making new courses of study. Miss Agnes Howe, county superintendent in San Jose, reports the completion of the county course by the board of education. Miss Howe also states that the district has voted to organize a high school to be known as the West Side high school. This will include the Cupertino, Union and Sunnyvale districts. Later this district may unite with the Mountain View district and the schools hope then to emphasize agricultural work.

Elaborate work is being done on the course of study in the Stockton schools. City Superintendent Ansel S. Williams has appointed his assistant, O. H. Grubbs, the head of the committee working on the course. He is being assisted by Assistant Superintendent W. H. Murray and committees of teachers. Work was begun on the course last January and it will not be completed until the first of the year. It is expected the new course, with a few changes each term, will then be is use for several years.

The teachers of Stockton have a great opportunity to study the latest books and materials published along educational lines in the library room established and conducted by Assistant City Superintendent Grubbs. In this room a wide variety of sample books are always on display and the teachers may study and enjoy the books and make their choice accordingly.

Miss Harriet S. Lee, county superintendent in Yolo county, uses books sent to her for the good of her teachers. She also has a sample room to which teachers have access.

Department of Agriculture

In order that the Watsonville schools may meet the demands of the community, T. S. McQuiddy, superintendent, reports that a department of agriculture has been established in the schools this year. A. G. Rinn is in charge of the work. The course will prepare the student for the college agricultural course.

THE McMURRY & PARKINS ELEMENTARY AND ADVANCED GEOGRAPHY

The Macmillan Company has issued a new set of geographies. The books are of special interest to progressive teachers of the subject. The authors in the preface emphasize the fact that they make no claims to extreme forms of the project method. They do, however, emphasize the use of type studies and the problem method. They ridicule the mere lists of facts and thoughtless memorizing. In fact, in the preface of both books the authors contend that they have solved the problem system so effectively taught by Dr. H. W. Fairbanks and have worked out in a practical form the project method, the problem method, the human geography, and the type form. There are several general features that are certainly effective. The map work is excellent. The three color process with the dark brown tones is very attractive. The illustrations are from new films and are large enough to be clear, and to present the detail so effectively that the child can interpret the picture. The Western States in the Advanced Geography is a type of the method pursued. First the States are named, area, population, largest city, population, are given. This follows with "Density of Population of the West Compared with that of Other Sections of the United States," as a chapter heading. This is set in fourteen point black face. There is a distribution of population in the

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Western States shown by a black and white map. The subheads or problems are "set in" in the type page, while the topical studies are in black face large sized type. The pictures are more or less related to the text. The treatment of the problem of irrigation, dry farming, etc., are all in "type" form. The books contain nearly 800 pages of material, size 7x9, and there is an attempt to get away from the twice over material. The authors succeed better in the subject on this, however, than they do in either the pictures of the maps. In fact, many of the pictures are of the same general character and the maps are identical in several cases in both books. The books are the latest and highest expression in letter press. Every progressive teacher should have a set. Write to Macmillan Company, 609 Mission Street, San Francisco, Cal., or copies for examination. They will be sent free, if you mention this review.

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When in the west the sun is low,
I seek a quiet nook
That in my study I have made,
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On many a wondrous quest.

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Far moved from stir and stress:
I tread once more with lingering step
The age of good Queen Bess;
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A NEW COURSE OF STUDY WITH SPECIAL FEATURES

The Board of Education of Butte County, consisting of S. P. Robbins, president, Pearle Rutherford, L. S. Pratt, H. P. Short and County Superintendent Irvin Passmore, has published a new course of study that has many unique features. Superintendent Passmore is an original and consistent worker on educational lines. The following extracts are of general interest:

Seek Community Co-operation.— Each teacher should aim to arouse community interest in the school and should take advantage of any opportunity for co-operation furnished by community organizations, such as the P. T. A., the Farm Bureau, the Community Center, and the like. If such societies do not exist, organize them. The teacher should assert herself as one of the community leaders, and should interest herself in becoming a part of the community for community advancement. Do not be content with being merely a suitcase, itinerant individual for revenue only. Your school is a wider field for service than the four walls of your school room. Communities should learn to appreciate teachers who develop this wider interest. They should encourage and support it, for its meaning is progress.

Community Service Vital.—Nor does the superintendent's most fruitful service consist alone in inspection and help within the four square walls of the school room. He can find equally valuable opportunities in the attempted amelioration of community obstacles to school progress. He can help to promote a constantly growing attitude of community support toward the schools. He can help cause education as a community purpose to loom larger, so as to assume its proper perspective and place among the objects of life for which men think it is worth while to strive. There is always impairment of the service when the home and the school fail to connect with an understanding mind. There must be established in every community a means of sympathetic contact between the teacher and the parent if they are to effectively co-operate to carry on their common task, which is the rightly-directed successful education of the child.

Our Unsolvable Problem.— The most nearly unsolvable problem, and one which must soon be taken into account by the more fortunate localities, is the exodus of the mountain people into the valley territory and towns, leaving behind them a sparse population with a few children stranded without educational opportunities.

The County Library.—In California today first among the outstanding auxiliary educational institutions in any county is the county library and, as a recent educational journal so well points out, "the school and the library are not rivals, but complements; their work does not overlap, it runs in parallel courses."

Since the establishment of the Butte County Library in 1913 the schools and the library have worked amicably together for the educational advancement of the county. Every rural school may, upon the request of its trustees, receive from the library a service not only of books and printed information of all kinds but also of music records and pictures.

The library is endeavoring to make available, as an aid to formal instruction, reproductions of the world's greatest pictures and music records, of educational value in correlation with all other subjects as well as for the tracing of music appreciation. The resources of the library have been extended each year and its scope of service has enlarged until today all the rural schools, with one exception, are receiving service.

The educational work of the library does not end, however, with its service to the schools of the county, for almost 9000 people school age are registered borrowers seeking information upon all trades, professions, industries and varied business interests of the county. The women's clubs and parent-teachers' associations are being aided with program material and in co-operation with the extension department of the University of California the books and information needed by any student registered from this county is supplied by the library.

The county library sign seen at the mining and lumber camps, at the country store, or the remote farm house, proclaims that here is a branch of the county free library from which any resident or temporary dweller may obtain any book or information suited to his needs; it is the symbol of universal and free education and it was this symbol that recently inspired one of our State's educators to say that "The county library sign far off on the deserts and mountains of California is the most impressive monument to educational opportunity that the State possesses."

HOME HYGIENE COURSE IN SUMMER NORMAL SCHOOLS

The American Red Cross course in home hygiene and care of the sick was given in every summer normal school in Washington, Oregon and Idaho this year, with the exception of the Monmouth (Oregon) Normal School. Miss Elma Rood, director of the Bureau of Instruction of the Northwestern Division of the Red Cross, had the course put in as a demonstration, with the division office assuming all responsibility, in the belief that next year there will be requests for the same type of work, allowing more time for it. The course was directly under the school management and was given full credit by the State department.

Miss Rood reports that in the three States of the Northwestern division fifty-two home hygiene classes were organized during last April, making a total of 173 classes under instruction.

This is one branch of the work for which the Red Cross is asking the support of the American people through the Fifth Annual Roll Call, which is to held November 11-24.

The mayor of San Francisco, James Rolph, has appointed as members of the Board of Education, as provided under Amendment 37, Alice Rose Power, Helen P. Sanborn, Mary Prag, Mrs. E. J. Mott, Daniel Murphy, Mr. Esberg and Frederick Doemann. The names of these members will be on the ballot for the November election for confirmation. It is a Yes or No vote; each member will run against himself or herself. It is a very stupid law, but as it is the law it must be upheld. The members of the Board of Education need not meet but twice per month, and are not paid a salary, but a per diem. They have no power to act on the election, promotion or dismissal of any teacher or upon any educational question without the recommendation of the superintendent of schools and his deputies.

MORE MONEY IN LIBRARY FUND FOR BOOKS

An Act to amend section one thousand seven hundred thirteen of the Political Code of the State of California, relating to school district libraries.

(Approved June 1, 1921.)

The people of the State of California do enact as follows:

Section 1. Section one thousand seven hundred thirteen of the Political Code is hereby amended to read as follows:

1713. Except in cities governed by boards of education, the county superintendent of each county shall annually apportion to each school district, as a library fund, such sum as may be requested by the school trustees of such district, such request to be in writing and filed with the county superintendent of schools in the month of June of each year; but in no case shall the same sum so apportioned to any district be less than twenty-five dollars for each teacher, allowed under section one thousand eight hundred fifty-eight of this code; provided, further, that if the school trustees shall fail to file said request in writing as hereinbefore provided, the county superintendent shall apportion to the library fund of such district an amount not to exceed fifty dollars for each teacher as allowed under section one thousand eight hundred fifty-eight of this code.

Raymond Cree, formerly superintendent of Riverside County, was an exhibitor at the California State Fair of Date Palm trees. He is an enthusiast on the Date Palm industry in Coachella Valley.

FREE TO TEACHERS

Either the Elementary or Advanced Geography by McMurry & Parkins will be sent free for examination to teachers. This is a new book, with new methods, new pictures, new maps, everything right up to 1921. Write to Macmillan Company, 609 Mission Street, San Francisco. Mention this Journal.

Harold F. Hughes, chairman of the committee on geography for the city of Fresno, has worked out a very excellent course in detail. He covers all grades from third to eighth. His plan is as follows follows: First aims; second procedure; third kind of projects; fourth plan of action. In the fourth grade he gives two projects or problems, as follows:

Projects.—But two projects are given, but these will suggest others. No teacher should feel bound to the projects mentioned. Any project is good as long as it reaches definite standards of attainment by purposeful work.

1. The Fresno County Guide Book.—Suppose one of the children studied in the third grade is coming to visit Fresno and wishes a guide book prepared. Or suppose schools in different parts of the state exchange booklets. Such a booklet could contain a map of the school yard, a map of the city, clipped pictures and descriptions of the points of interest around town, information about the products of the county.

2. A State Fair.—For this project, the children make a fair for the State and in making up the exhibits, gather all the knowledge necessary about the State. This will probably take more than one term.

Standards of Attainment.—Children should be able on an unlettered map of the State to locate two great mountain ranges, the Sacramento and San Joaquin rivers, San Francisco and Los Angeles and other small ones linked with us commercially. They should be able to show the different climatic belts and tell why such climate is found, and should be able to name the products that are produced in sufficient quantities to be exported and to point to the districts that produce them.

There are fifty-seven counties in California which under the State Constitution have boards of education with power to grant certificates, to adopt books and apparatus, to revoke certificates, etc. The law requires that the majority of the members shall be experienced teachers, holding certificates in full force and effect. The teachers draw a per diem pay and are regularly employed as teachers in the schools on salary. This system is a success in the State. Why will it not work out on the Board of Education in San Francisco? The San Francisco board, under charter amendment 37, and county boards, are somewhat different in functions, but are not different in principle.

Mrs. Margaret McNaught, commissioner of elementary schools, has completed a survey of Nevada County for Superintendent Elizabeth M. Richards. The State Board has issued it as Bulletin No. 28. It is a very sane, careful and comprehensive survey. County superintendents, teachers and school trustees should study this survey. They will find in it much food for thought.

Only now that Prof. Einstein has returned to Europe does he comment freely on America. He admires the optimism, energy and ambition of American scientists, and the finely equipped laboratories in which they work. He says: "I have never seen anything so complete as the laboratory of Millikan in Chicago." Robert A. Millikan is professor of physics at the University of Chicago and co-author of the Millikan and Gale Physics (Ginn). Prof. Einstein has unwittingly discovered the bigbest contributing factor in America's acknowledged supremacy in the matter of textbooks—the scientific and scholarly eminence of their authors. In no other country of the world do so many scientists of high repute place their knowledge at the disposal of their schools.

Prof. Frank Bunker, formerly superintendent of Berkeley schools, is now engaged in special educational work in Hawaii and the Orient, at a salary of $7500 per year and expenses.

FAIRBANKS' PROBLEM METHOD

Dr. Fairbanks has worked out the problem method in Geography in the Home and Its Relation to the World. Price $1.50.

California	$1.50
North America	.75
South America	.55
Africa, Australia	.55
Europe	.60
Asia	.55

These books are made up entirely of "thought questions," problems and answers, and can be used as basis books or supplemental to any of the new or old series of geographies.

For copies, write Harr Wagner Publishing Company, 1112 Hearst Building, San Francisco.

LITERARY NOTE—"CONSTRUCTIVE ANATOMY"

Art students and art teachers will be interested in the announcement of a new book entitled "Constructive Anatomy" by Mr. George B. Bridgman, for many years instructor in drawing and lecturer on the construction and anatomy of the human figure at the Art Students' League in New York City.

The book is published by The Prang Company, New York and Chicago, and is probably the most important work on the subject issued in twenty-five years. It is profusely illustrated with hundreds of drawings of every part of the human figure, and showing every imaginable position and motion. The text matter is clear and direct, and the work will be found invaluable as a textbook for art schools and colleges, or for self instruction in anatomy. The book is beautifully printed, and lists at $7.50 per copy. By mail, $7.75.

LITERARY NOTE—NEW ISSUE "PRANG BULLETINS"

Teachers of industrial art and hand-work will be interested in the new and beautifully illustrated number of the "Prang Bulletin" which has just been issued for free distribution. It contains illustrated articles on the following subjects:

"Permodello" Modeling.
"What to do with Enamelac"
"Batik" and How to Make It.
"How to use Bateeko Dyes."
"Weaving With Pine Needles."
"How to Make Paper Posters."
"Making Busy Work Educational."
"Importance of Good Lettering."
"Simple, Yet Scientific Color Theory."

These articles give detailed directions for using the new art products, such as "Enamelac," "Permodello," "Long-Leaf Pine Needles," etc., and teachers will find this issue of the "Prang Bulletin" one that they will want to keep for reference use. Copies of it can be had free by teachers by addressing The Prang Company at either their Chicago or New York offices.

WESTERN SCHOOL NEWS

E. H. Barker, author of Barker's Trigonometry and also a new modern applied arithmetic, is now the principal of the Santa Rosa High School. He was formerly a member of the staff of the Los Angeles Polytechnic High School, and for several years past has represented Allyn & Bacon in California.

Prof. W. T. Bliss of the State College, San Diego, died suddenly in bed September 3. Mr. Bliss was an excellent teacher, a fine writer, and safe and sound adviser of his associates. President Hardy, in speaking of the death of Prof. Bliss, said:

"It will be impossible for anyone to take the place of Prof. Bliss at the Teachers' College. There has never been an instructor who inspired greater respect and affection than he did, and, from the fact that he headed a department in the college from the very first days of the institution, his place in the college was unique. Hundreds—yes, thousands—of the graduates of the school and college have loved and respected Prof. Bliss and will cherish his memory.

"All over the State, but particularly here in southern counties, Prof. Bliss had a large group of acquaintances who admired and respected the man and his work.

"His passing is a great loss to the institution and to educational work in the State and comes as a great grief to me, to the other members of the faculty, and to the students who knew him as a friend and teacher."

The Friendly Paper

A child and a pen—a combination that doesn't make for the happiness of either nor for the satisfaction of the teacher, usually.

On the upward stroke the pen runs into treacherous hills in the paper and spatters ink freely. On its downward course it leaves an inky and irresolute trail, ending in a blot where the paper was pressed too closely.

It is inevitable that a pen should be a formidable weapon in a child's fingers. But it isn't inevitable that the finished work be an inky graveyard of young hopes.

For there is a paper that is friendly.

There is a paper that carries the uneasy motion of a child's pen smoothly and freely over its surface. There is a paper whose tint is so clear and naturally restful that it saves the child's eyes—and the teacher's, too.

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The new Bank Stock catalogue, showing the complete line of composition books, music books, spelling tablets, notebooks, filler pads, and all school stationery, will be gladly sent upon request.

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Miss Marion Morse, who has given such splendid public school library service in Kings, Trinity and Siskiyou counties, has accepted a position in Hawaii.

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Mrs. Helen P. Sanborn, the president of the San Francisco Board of Education, in a recent interview gives this commonsense comment on the modern dress:

"A school teacher can be properly and at the same time modishly clad. The best proof of that statement is that you generally fail to remember what a perfectly gowned woman wore yesterday when you saw her on the street or in her home, yet you remember that she was correctly apareled. It is only the freakish dress, the bare knees, the silly eyebrow painting to excess, the scandalous 'beauty windows,' the idiotic rolled hose, the unhealthy and insane wasp waist and other contortions in style that we remember.

"As for the lipstick, I think it is the last word in bad taste. I mean, of course, use of the lipstick to a degree that is so noticeable that you waver between an conjecture whether the wearer cut her lip or ate cherries. As for the jet-earring, I can only say that no school teacher has the right to pose as an amateur Carmen before impressionable school children. As for rolled hose, decided V-cuts in waists, 'melted down' waists, bobbed bangs, bare knee hocks and amputated skirts—words fail me, and any school teacher who appears in such upholstering will fail to pass an examination."

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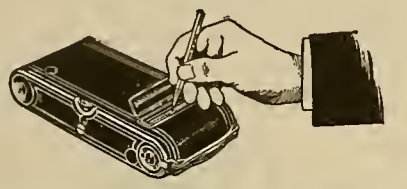

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Dakin's Weekly Plan Book. By W. S. Dakin, agent of Board of Education, Hartford, Conn. 50 cents.

Kingsley Outline Studies. 90 separate pamphlets. Hundreds of thousands sold. 20 cents each. Send for detailed list. "Of untold value to the teacher of English."—Brother Leo (Sacred Heart Coll., San Francisco).

Kingsley English Texts: with Outline Study included. 12 titles. Julius Caesar, Merchant of Venice, Macbeth, Evangeline, Old Testament Episodes, King Lear, Sir Roger de Coverley, Lady of Lake, Burke's' Speech, Ancient Mariner, Vision of Sir Launfal, As You Like It. From 45 to 65 cents.

Webber's Handbook of Commercial English. Iva M. Webber. Adopted by Burdett College, the largest Business College in New England. Includes essentials and omits superfluous matters. Cloth $1.00.

Term Plan on Punctuation. By Callahan and Sternglanz. Paper. 15 cents.

Grammar for Thinkers. By True Worthy White, M. A. The essence of Grammar. Paper. 25 cents.

Right at Hand Stories. By Rosa L. Sawin and Frank H. Palmer. Cloth. 210 pages. 75 cents.

School Plays. 3 Vols., viz., All's True (a Literary Play); The Long Road to Tomorrow (for History Classes); A Girl's Dream of Pictures for Art Classes). Paper. 25 cents each.

History Drill Cards. By Clara E. Parker. 65 cards containing questions and answers on U. S. History. Especially valuable in reviewing for examinations. Price per set, 50 cents.

Outline of Argument and Debate. By Theresa Wright Williams. 25 cents.

Outlines of History, Latin, Algebra, Arithmetic Drills, Grammar. Send for circulars.

Graphic Latin. A graphic presentation of the essentials of Latin Grammar. 50 cents.

Loose Leaf Geography, Europe, Asia, Africa, N. America, S. America, U. S. 6 parts. 30 cents each part.

Loose Leaf Community Civics, Elementary for Towns; Elementary for Cities; Advanced for High Schools. 3 parts. 30 cents each part. These are fine examples of the Project Method. Send for circulars.

THE MAGAZINE "EDUCATION" 42nd YEAR BEGINNING SEPTEMBER, 1921

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"The finest sample of educational journalism on the American market today."—Dr. Wm. H. Thaler, St. Louis, Mo.

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Authors Wallace W. Atwood is the President of Clark University, and the author of the Frye-Atwood New Geography, Book Two. Mrs. Helen Goss Thomas is a graduate of Wellesley College, where she has taught physical geography under Miss Elizabeth F. Fisher. She is also associated with Miss Fisher in the work of University Extension. Mrs. Thomas has worked with Doctor Atwood since the New Geography was begun, and during the summer of 1921 she taught at the Clark University Summer School.

* * * * * * * * * *

A Word to California Teachers and Superintendents

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WESTERN SCHOOL NEWS

Miss Burkhardt of the Butte County Free Library has accepted a position as county librarian of Amador County. Miss Burkhardt has been the assistant of Miss Essae Culver for several years, and her training is such that with hearty co-operation of Superintendent Greenhalge she will make a special success of the work in Amador County.

President W. T. Helms of the C. T. A. Bay Section is arranging a fine program for October 3, 4 and 5 in San Francisco. Among the notable speakers will be Dr. Thomas H. Briggs, Dr. Ernest Horn, Helen Keller, Olive Jones, Dr. H. B. Wilson, Hon. Will C. Wood, Mayor Rolph and Fred M. Hunter. The C. T. A. meeting is of great importance to the teacher who believes that she is engaged in a high professional calling. All teachers in the Bay section should be members of the association.

It is reported that the legislature, or, rather, the assemblyman of Madera County, fixed the salary of the county superintendent so low that Superintendent Cunningham will resign and enter business.

Superintendent Kate Horn of Siskiyou has resigned and will change her name to Mathews. The many friends of Mrs. Horn will congratulate her on her marriage, but regret to lose her from the cabinet of superintendents of California. W. L. Kleaver, clerk of the Board of Trustees of the Siskiyou High School, has been elected to take her place. Roy Cloud writes, "He is a fine fellow."

Alice G. Whitbeck of the Contra Costa County Free Library has issued her eighth annual report. It has in it a number of interesting facts of general educational information. All the schools but four have joined the system. The report is given in detail and shows that there was a total of 10,762 books added. There were 23,382 books sent to the branches and the schools. The library was removed during the year from the lower to the upper floor of the Martinez Library Association building, and for the first time Mrs. Whitbeck and her associates have pleasant and attractive rooms.

FORUM

The August number's leading article is "Irish War and English Peace," by Sir Samuel Hoar, a member of the British Parliament, a man with a distinguished war and political record.

Some other articles are: "The Socialists: Their Weakness," by Edward G. Riggs; "Their Strength," by James Oneal; "Beethoven and Baseball," by Leonard Liebling, editor of The Musical Courier; "Faith in Prayer," by John H. Finley; "The Mistakes of Dr. Einstein," by Sidney T. Skidmore; "The Living Spirit of France," by Elizabeth Hamm; "Problems of the Grain Exchange," by Edward Jerome Dies; "Justice for France," by Paul D. Cravath, and "Novels that Last," by Joseph Hamblen Sears. "Around the Editorial Table" deals with "Something Missing from Our Political Life" and on "Legislative Hearings in View of Censorship of Moving Pictures."

The correct titles to Mr. Payne's books, mentioned in former writings: "The Child in Human Progress" and "The History of Journalism in the United States."

The Board of Education of Fresno, California, W. J. Cooper, superintendent, ordered two new school buildings, named in honor of two former city superintendents—one for Thomas L. Heaton and the other Morris E. Dailey. It is a credit to the city of Fresno, and especially to the Board of Education, in thus perpetuating the names of two men who gave such splendid service not only to the city of Fresno, but to the whole State.

A. F. Enyeart, superintendent of Imperial county schools, has resigned to take the principalship of the La Jolla schools. Insufficiency of income for the support of the office was the reason. Mr. Enyeart is a fine young schoolman and Imperial County's loss is La Jolla's gain.

DEATH OF LIBRARIAN J. F. DANIELS OF RIVERSIDE

Joseph F. Daniels was more than a librarian. He was an educator, a good citizen of individualistic and temperamental traits. He suffered a stroke of paralysis and died a few days thereafter on Friday, September 16. He was a lifelond friend of Miller of the Mission Inn, and he characterized Mr. Daniels as a man of driving force yet sweet and gentle in his nature.

Mr. Daniels, who was 55 years old, was born in Boston. He came to California from Greeley, Colo., several years ago. At Greeley he was librarian of the State Normal School, and within a few years after making his residence at Riverside became State librarian. For the past ten years he has been city librarian at Riverside, and has repeatedly declined offers of more remunerative positions, his friends say. It was Mr. Daniels, it is said, who first suggested to the late Andrew Carnegie the need in the United States for schools for the training of librarians.

Mr. Daniels died at the Riverside Commercial Hospital Friday night, following a paralytic attack which he suffered a few days before. His death is believed to have been hastened by grief over the demise of his two daughters, Dorothy and Esther, both of whom died this year. He leaves a widow and one son, Joseph, Jr.

Superintendent George W. Frick of Alameda county died at a sanitarium after nearly two years' illness, Monday, September 19. Mr. Frick was born in Sonoma county in 1852 and educated in public schools and at Napa College. He has been engaged in educational work in Alameda county for many years. He was an outspoken, efficient educator and had many friends. During the long illness of Mr. Frick Deputy Superintendent Martin conducted the office efficiently on the small pay of a deputy.

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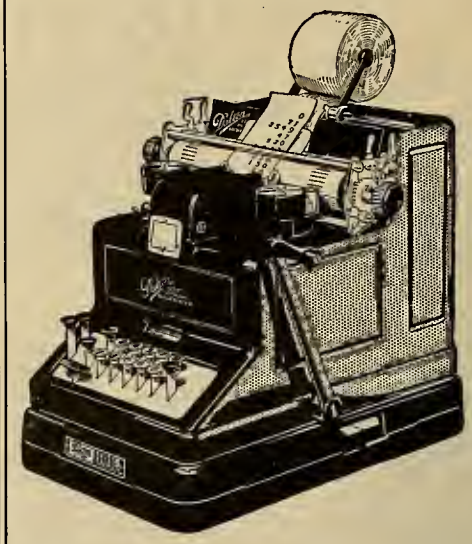

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Northern California Teachers' Association; Ella McCleary, President, Sacramento, Cal.; Mrs. Minnie O'Neil, Secretary.

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Southern California Teachers' Association. Merton E. Hill, President, Ontario; Dr. E. A. Wilson, Secretary, Los Angeles.

California Council of Education. E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs; Mrs. M. R. O'Neil, Sacramento, Cal., President; Mrs. I. M. C. Smith, Sacramento, Cal., Secretary.

Central Coast Section the California Teachers' Association; Superintendent Cecil Davis, Santa Cruz, President; T. S. MacQuiddy, Watsonville, Secretary. Meeting Santa Cruz, October 3, 4, 5, 6.

California Education Officers, Sacramento, Cal.; Hon. Will C. Wood, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Albert C. Olney, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Stanley B. Wilson, Mrs. Agnes Ray, George W. Stone; Elizabeth R. Phillips, Porterville.

The Western Journal of Education

HARR WAGNER, Managing Editor.
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ALICE ROSE POWER, School Director, City and County of San Francisco, San Francisco, Associate Editor.
HERBERT F. CLARK, Editor for Southern California.

Founded in 1895, it commands the support of every teacher who is interested in the newest lines of educational thought, and of every trustee who desires to keep in touch with movements for the betterment of the schools. It is not run in the interest of any special organization, of any interest or type of educational doctrine. Its field includes an optimistic support of the best class of educational uplift, both of men and measures.

Manuscripts, Contributions of an educational character, including Methods, Devices, School News, Matters of Special Interest to School Trustees, etc., desired.

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THE CONSENT OF THE GOVERNED

George Buchanan, an English school master, more than five centuries ago laid the foundation of modern democracy by advocating that government is for the sake of the governed, and that you can only govern with the consent of the governed. Since the days of Buchanan there has been some advance, especially in school legislation, and yet it seems almost unbelievable that it is a new thing for an active teacher to be on a governing educational board. Of course retired teachers, former teachers and educational workers have been on school boards, but it is of very recent date that teachers have demanded the right of being represented on the governing board by one actually engaged in teaching. The law requires that county boards of education must be composed in part of active teachers, and county boards deal with certification, professional conduct and of course, if one of their own number should be guilty of unprofessional conduct, the board of which she is a member should have to decide her case. However, in all such cases there are plenty of laws for malfeasance in office, and in case a teacher who is a member of the governing board should commit an overt act, then the regular courts would have jurisdiction.

San Francisco is especially fortunate in having a progressive mayor who, under Charter Amendment 37, has appointed Miss Alice Rose Power from the staff of the elementary teachers to a place on the Board of Education, to be voted on for confirmation by the people November 8, 1921. She is a progressive educational leader, a graduate of the San Francisco Girls' High School and San Francisco Normal, a teacher in district schools, elementary schools, and with experience as a principal. She has also a wide acquaintance with educational movements, and has come in contact with educators and measures during her work as assistant editor of this Journal. Miss Power stands for progressive leadership and for all the children of all the people. She has not and will not take part in any campaign for confirmation, as there are seven members appointed by the mayor, and as all are to be confirmed she says: "We are seven." The mayor, James Rolph, has appointed a fine representative board. It includes Mrs. Ernest Mott, Daniel C. Murphy, F. Dohrman, Alice Rose Power, A. I. Esberg, Mrs. Mary Prag, Mrs. Helen P. Sanborn. Under Charter Amendment 37 this board will appoint a superintendent of schools at the expiration of Superintendent Roncovieri's term in January, 1923; fix the salaries of superintendent and his deputies, and will have limited power on educational questions. There will be no regular salary, and the per diem allowed is for limited number of meetings.

"AMERICAN IDEALS"

John Spargo

"I am quite as much opposed to all other attempts to divide our citizenship along racial or religious lines."

"Wherever and by whosoever made, appeals to racial and religious prejudices and hatreds in defense of vested interests merit the condemnation of all honest and righteous men. When made in a country which, like the United States, possesses millions of peoples of many diverse lands and races not yet welded into national homogeneity, who must live and work together, such accusations become the most dangerous form of treason. Whoever propagates in this country antagonism to any race or creed represented in our citizenship, whether it be against Jews, Poles, Germans, Irish, English or Negroes or against Judaism, Catholicism or Protestantism, assails the very foundation of our most cherished and characteristic American institutions."

. ."Against every form of racial and religious hatred, against sectarian bigotry and intolerance, every loyal American citizen should be prepared to take an uncompromising stand."

From the Jew and American Ideals, by John Spargo—Harper Bros., publishers.

WHAT IS DOING ELSEWHERE

By Ruth Thompson

With the idea of holding backward children in school who would otherwise give up and go to work, W. J. Cooper, city superintendent of Fresno, in this year established an intermediate school. An intensive educational study will be made of this school which has about five hundred pupils registered. W. T. Potts has been appointed principal.

Boys and girls of junior high school age compose the classes. The Cleveland survey test is given to discover where the child is weak. Teachers, experts in their line, are chosen to conduct the classes. Results of the experiment cannot begin to be estimated until the end of the first term, according to Cooper. The problem method will be used in many subjects.

W. J. Cooper was formerly superintendent of the Piedmont schools.

High Schools in Fresno

Delbert Brunton, principal of the new high school in Fresno, reports a large enrollment of pupils this year. In the new building the tenth, eleventh and twelfth grades are housed. The seventh, eighth and ninth grades attend the junior high school.

The new high school in Fresno is a spacious and handsome structure. It was erected at a cost of $1,000,000. The music, agriculture, gymnasium and shop buildings are still to be built. Athletic fields and the completion of the school grounds are in process of making.

The former high school building is now the technical high school. Fred H. Sutton, former director of part-time work, is principal. He also conducts the night school work. The technical high school is particularly for those who know they cannot finish the high school work. They are helped in the most practical manner.

Superintendent Cooper conducts a teachers' reference library for all teachers in Fresno.

Kern County Union High School

One of the most extensive school transportation systems in the state is conducted by A. J. Ludden, principal of the Kern County Union High School in Bakersfield. Four hundred students are transported daily at a cost of about thirty cents per day for each student. Some students travel twenty miles to school. Fifteen stages carry the passengers. Stages are driven by student-drivers. In this way the boys earn money for their education. This transportation system has been conducted for the past four years and there has been no accident on the school bus.

The Junior High School has almost doubled in attendance this year, Ludden states. One-third of last year's class returned for college work this year.

Students at this school number 1250 and there are fifty-six members of the faculty.

Three blocks of land have recently been purchased by the school board. Three new buildings will be erected. They will be for agriculture, domestic science and science departments. Playgrounds and athletic fields are being built and improved.

Agriculture Teaching

A new feature in the Kern county schools this year is the establishing of an agriculture department. County Superintendent L. E. Chenoweth, in discussing this move, stated that rural school children should have the same opportunities as city children.

"Our wealth comes from the country and country children, not city children, should get the benefit of this," Chenoweth declared. An agriculture teacher has been employed at a salary of $2000 a year and he is furnished a machine with which to visit the rural schools and conduct classes in agriculture. There are twelve districts in the Union High School district. The agriculture teacher is also the general adviser for the school neighborhoods which come under his jurisdiction. Corporation between the high school principal and the county superintendent, together with the consent of the districts to furnish a portion of the funds, has made this unique idea possible.

Los Banos Schools

Six school districts compose the Union High School at Los Banos, where W. T. Walton is principal. The high school includes all pupils in the seventh and eighth grades. None of these six districts have the upper elementary grades. There has been found a satisfactory method of teaching in Los Banos and vicinity. The children come from a radius of ten miles.

R. M. Miano is principal of the Los Banos Grammar School. He has students numbering 425 and ten teachers. Miano's hope is to centralize and combine districts so that he will have a large school with ten teachers and every educational advantage.

One of the features of the Los Banos schools is the bird exhibit. Some twenty years ago the government sent a man to study and report on the birds in Merced county. This man gathered a collection of birds. So beautiful were the birds of sixty varieties that the Chamber of Commerce purchased a duplicate collection. The collection was later given to the high school. It is a source of pleasure and instruction to the children, who yearly study the birds in their district. Some of the birds include many varieties of ducks, California egret, herons, quails, owls, ibis, stilts, pelicans, eagles, terns and others.

A new gymnasium is being planned in Los Banos. It will be erected at a cost of $20,000.

THE EMERSON REPUBLIC

By Ruth Thompson

"I pledge allegiance to my flag and promise to obey the laws of the Emerson Republic to the best of my ability."

This is the oath of office taken by the officers of the student body of the Emerson School in Bakersfield, where Mrs. June Schley is principal. This oath of office governs some five hundred students.

In her four years as principal of the Emerson School, Mrs. Schley has built up a student government body, in the sixth, seventh and eighth grades, which compose the school, which in the actual working, benefits and practicality equals the government of any city or state in its maintenance of law and order.

Emerson School, Bakersfield—C. E. Teach, Superintendent
(Insert) June Schley, Principal

"We find that the children learn to shoulder responsibility, to respect their rights and the rights of others, and that they learn the meaning of law and order." Mrs. Schley said recently, "One of the more material benefits is the raising of money by the student body through its entertainments. The money is used for play ground apparatus and other necessaries not furnished by the school funds. We also find that our student government system eliminates the tattling element which is always so annoying to the teacher. The teachers find this government of assistance, as it reduces discipline to a minimum."

In discussing the results of student government in the grades, A. J. Ludden, principal of the Kern County Union High School, declared that the pupils coming from the Emerson School readily took their places in the co-operative student' self government, as it is called in the Kern High School, and that many of them held offices naturally from their ability and the initiative and practice gained at the Emerson School.

"We find that the Emerson school students take the lead in the high school," Ludden said. "They are invariably elected for office here. Mrs. Schley's system is excellent, for her students show their training."

The officers of the Emerson Republic consist of president, vice-president, secretary, justice, associate justice, chief and assistant marshal, two council members from each room, making twenty-four council members. The first three officials perform the customary duties of such offices.

It is the duty of the chief justice to preside over council meetings and designate punishment to be meted out to offenders. The council meets weekly.

W. J. Cooper, Superintendent,
Fresno, California

The associate justice is a girl who represents the feminine element in the school, as does the assistant marshal, the marshal being a boy. It is the duty of these marshals to keep law and order as recess, in the halls and assemblies.

The justice names the punishment for an offender when he is brought before the meeting. The first offense is generally a reprimand, or sometimes an apology to the offended party, or it is a term to serve after school hours. As a last resort the offender is sent to the principal for punishment.

"I always attend these meetings," Mrs. Schley said when discussing the government, "because I find that children are apt to prescribe a far more severe punishment than an adult would in a similar case."

Mrs. Schley has the right to veto any action of her student body.

In electing officers, a nominating committee, consisting of one delegate from each room, meet and make up a ticket at the beginning of the year. There are usually from two to four candidates for each office.

The candidates are permitted to campaign. They may speak in their own behalf or they may have managers. The campaign is carried on for one week. On election day the children vote in their own rooms. The votes are canvassed and sent to the eighth grade room and later results are announced.

Installation is very impressive. It is held in the school assembly room. The students arrange decorations, music and all plans with no assistance from the teachers. Each officer is sworn in and makes a speech and the council members are sworn in as a body. The constitution is signed.

Some of the duties included in the student government plan include: the policing of halls, inspecting rooms at recess to see that all children are out of doors, taking care of the emergency room, bringing in play-ground equipment, taking charge of the room during the absence of a teacher, taking charge of calisthenics.

"We have the enthusiastic co-operation of teachers and children," Mrs. Schley declared, "and we are doing our best in the making of good citizens."

Entertainments given when there is need of money nets several hundred dollars. With these funds a hand-ball court has been built and another is being planned at a cost of $325. Each room has its own equipment for out-door games. Money raising devices range from paper drives and candy sales to shows and a circus. The girls are now planning a fashion show, while the boys will have concessions on the lot near the school.

Another feature of the institution is the school lunch. This was begun several years ago by the Parent Teachers' Association, but it has since grown to a large system, serving from one to three hundred pupils and teachers every noon. Outsiders would like to take advantage of this school lunch at the Emerson School, but they are not encouraged, as service to the child comes first. No article of food costs more than ten cents and this cafeteria style of lunch not only pays for itself but last year came out $125 ahead financially. It is not the aim of the school to make money by its cafeteria. The children have purchased a new ice box with school funds and one day the girls gave a shower of tea towels for the benefit of the lunch room.

Mrs. Schley plans this year to install a banking system which will encourage thrift and saving. Such systems have been established in high schools but they are rare in elementary schools.

Planning to be always up-to-date and to work for the improvement of her school system, Mrs. Schley attended the summer school in San Jose last summer and she not only gained a number of university credits but returned to her work enthusiastic and rich in new ideas and inspiration.

Charles E. Teach is city superintendent of Bakersfield schools. There are twelve elementary schools and approximately 4200 pupils. Bakersfield prides itself on its school system and efficient corps of teachers.

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The Annual Convention of County, City and District Superintendents at Hotel Coronado, September 26-30, 1921

The convention opened on Monday morning with a message by President David P. Barrows. The first part of the address was heavy, and the audience was not responsive, until Dr. Barrows began to discuss jazz and the need of humor in our every-day life, and his personal interpretation of Ibanez. It is remarkable how a bit of humor will lift an address out of the commonplace into alertness and appreciation.

Superintendent Will C. Wood gave a remarkable address on educational progress. He said the reports in his office showed this to be the busiest year in the annals of educational matters in California. That there has been 1500 more applications for teachers' credentials than in 1920 and that there are over 783,000 pupils enrolled in the various institutions of the state.

"More has been done for education since our last convention was held than in any other community in the world in an equal length of time," he said. "The state normal schools will hereafter be known as teachers' colleges, giving us a system of training for teachers such as is known nowhere else. The junior college districts will be separate and distinct from the high school districts."

Business Depression

"We see by reliable reports that there are 5,000,000 men unemployed in this country at this time. **This is an era of business depression. People have become sober, after their era of extravagance, in which, by the way, the people connected with the school system did not participate.** We are now in a period of retrenchment and one of the special evidences thereof is the fact that we have had our appropriation for books and supplies cut down something like $300,000. I do not know if we can supply you all the books you need or not in the next biennial. One thing we should do is to cut out all of the small classes in subjects where the local sentiment is such that there is not a great demand for that branch. We must study scientific administration to eliminate waste.

"The faith of the people of California in education as a saving and conserving factor has been manifested fully during the last ten years. This state supports its schools more liberally than any other state in the Union. In consequence our school system is more fully developed than that of any other state. To justify this support and faith the schools must render better and fuller service. The greatest needs of the world today are for more sound wisdom and more common honesty. Our schools are not contributing as they should to the development of sound wisdom. Too many of the present generation are inclined to turn their backs upon the past, casting into the discard history, classic literature and other studies that bear witness to the triumphs of the spirit. Especially should we dwell upon moral training and the building of character. The wave of crime about us, the growing disregard of law, the orgies that shock decent citizens are due largely to the passions unloosed during the war. These passions must be shackled if civilization is to survive. It is to the schools and the homes that we must look for the moral training necessary to insure the future safety of America."

On Monday afternoon the convention divided into sections. In the county superintendents' section there was a general discussion on new laws, and Roy Good of Mendocino developed into quite a humorist. The city superintendents discussed new laws, and especially the junior high school problem.

Monday evening Mrs. Lena Crouse, of the San Diego Board of Education, delivered a very appropriate address of welcome. Superintendent Ada York, the new superintendent of San Diego county, on behalf of the county, welcomed the visitors. Miss York is a fine type of superintendent, cultured, literary and with a great capacity for work. President Hardy also spoke in behalf of the teachers' college. Mrs. O. Shepard Barnum responded on behalf of the convention in an address that was witty, effective and to the point.

Tuesday morning Chas. H. Kendrick, of San Francisco, of the American Legion of California, spoke on the work of the Legion, and gave in a brief summary what the Legion stood for. The platform of the Legion as presented by Mr. Kendrick in so eloquent a manner, should be read in every public school in California.

Hon. E. P. Clarke, in his message from the State Board of Education, gave a careful review of the work of the board, and had the close attention of the audience.

Mrs. Helen Keller a talk on the use of new arithmetics.

Tuesday afternoon the county superintendents discussed organization of county superintendents' office, with Chenoweth and Hanlon as leaders, and rural supervision with Agnes Howe, Cagney and Julia Norwood as the speakers. Superintendent Hunter, Cross, Bachrodt and Hughes of Sacramento were the speakers in the city section.

Wednesday morning Virgil Dickson and Prof. Terman spoke on research and survey work of children, and Superintendent Landis and Margaret McNaught spoke on a state course of study. Arthur Chamberlain, in a brief address, made an appeal that should be heeded by California, for a salary of at least $10,000 for the superintendent of public instruction, and adequate salaries for the county superintendents of schools.

Wednesday afternoon the convention visited Point Loma and other points of interest. At the theosophical school Will C. Wood responded to the address of welcome on the part of the institution, that for appropriateness, sincere rhetoric, aptness of words, keenness of vision and poise we, in forty years of experience as a listener have never heard equaled.

Wednesday evening President E. L. Hardy of the Teachers' College, presided, and Henry Meade Bland, who in his later years has developed as the outstanding figure as a patron, producer and promoter of California literature, introduced Harr Wagner, who gave an address on his "Literary Reminiscences of the San Diego Bay Region." Hon. Stanley B. Wilson, who began his career in California as a printer's devil in Harr Wagner's print shop in San Diego, followed with an eloquent address on poetry, history, current events, etc. He was at his best, and he has the temperament, the poise, the voice, which stands for the delight and power of speech. He was given an ovation at the close.

Thursday morning the superintendents, under the lead of Roy Cloud and Stewart, discussed tenure of law, and Archie J. Cloud took part in the discussion, making an effective speech in favor of tenure and opposing the idea that it is a law that can be overlooked.

Other speakers on various subjects were Sam Cohn, Ethel Richardson and Georgiana Garden.

Thursday afternoon Superintendents Bird and Elmore talked on transportation and consolidation, and Irene Burns and Chenoweth on district and county play days. They have both made a great success of play days.

Superintendent Johnson and President C. M. Osenbaugh, in the city superintendents' section, spoke on "Service" and Superintendent Stephens and Du Four on a salary schedule and its influence on the children.

On Friday morning A. C. Olney spoke on the certification of teachers, followed by a typical address by Mamie B. Lang. Superintendent Susan Dorsey gave a splendid talk on the Teachers' Institute and so did Perle Sanderson.

At the close of the session appropriate resolutions were adopted.

NOTES

The city and county superintendents were delighted with the tropical splendor, the fine service and the rich and beautiful environment of Hotel Del Coronado.

Superintendent H. C. Johnson, President Hardy and others of the entertainment committee deserve the appreciation of the guests for the excellent entertainment and hospitality shown.

The memorial exercises in honor of John Anderson, George Frick and Joseph Daniels were notable. The speeches of Wheelock, Williams and Cox were especially suited to the occasion.

Mark Keppel was especially vigorous in drawing his comparisons between "Misunderstood" and not understanding at all. He has a clear-cut mind that is of unusual value in a convention, where the interpretation of technical points are required.

Selden C. Smith and W. O. Baker enjoyed a number of games of golf.

James C. Dockrill, who appeared before the State Board of Education at its conference in Los Angeles, was a guest of the Coronado Hotel during the convention. He is one of the most genial and successful book men in the United States and has a most delightful personality. He is the assistant manager of the American Book Company of Chicago.

Dr. C. C. Van Liew of the American Book Company was greeted by many friends at Coronado. He was the first great teacher of modern psychology as applied

to education in Southern California, and he left a definite impression on the public school system and teachers of the southern part of the state.

Dr. E. C. Moore, president of the University of California, Southern Branch, does not seem to worry over the fact that 3500 students were not allowed admission to his institution on account of inadequate facilities.

Superintendent John L. West and Superintendent F. T. Martin, two ex-county superintendents of San Diego, held a convention all their own occasionally, and as superintendent and assistant superintendent of Pasadena, West and Martin will make a team that will pull like a truck for big results.

CORONADO WITNESSES SECOND BASEBALL CHAMPIONSHIP GAME

City Superintendents of California Play County Superintendents of California in the Great Educational Baseball Game—City Superintendents Win Again

By W. M. Culp

Coronado, the city magnificent, the city of glistening sandy beaches, was on the afternoon of September 29, 1921, the scene of the second game of the championship baseball series that is being staged in California between the two educational championship teams of the United States.

The city superintendents, called by their loyal supporters the "Cits," and county superintendents, the "Counts," were on hand in solid and slender array.

Both teams were in rare form, as they had warmed up well in their first game, which was played at Riverside, California, a year ago.

This little educational series, that is to be decided by the winner of five games, is exciting world-wide interest. The season commenced in September, 1920, and from the prowess exhibited by both contenders 1929 may see a most exciting finish.

The annual convention of the county and city superintendents of California had been staged at a most opportune time for the heat was that of the balmy South Seas and naturally limbered up the fighters.

The surroundings were most conducive to a combative spirit. Huge sea-planes watched overhead by day and flickered at night; smoke from destroyers and cruisers swept up from the waters of San Diego bay; to seaward south on the blue Pacific was the new battleship California, America's newest and greatest fighting ship; Fort Rosecrans nestling on the side of Point Loma was desperately gloomy and on the afternoon of Thursday, the 29th, the Fog Demons swept in from the sea and put a cloud over the combatants.

The line-up was of the following: Battery for the Cits was Supt. Jones of Piedmont, pitcher; Lewis E. Adams of South San Francisco, catcher. Pitcher Jones is a new man in our midst, having arrived this year from Walla Walla, Wash. He is a good sized fellow with a contagious smile and a wicked arm.

We are not sure but can guess that the arm has had some exercise in the fir forests of Washington.

Adams comes from the windy city of South San Francisco, where they grow violets, can cows and construct ships. He is said to have originated in Texas, where he learned the catching trade roping 'em in the Panhandle. As it is, Adams is tall and rangy, is not small in the hands and can hold on to the spheroid.

The Counts' battery was of the finest.

Ira K. Landis, the silver-voiced county superintendent of Riverside, was pitcher and E. J. Fitzgerald of El Dorado county was catcher, a man with rhythmic motion in his catching. El Dorado is a word to roll around the tongue; it suggests the past, the gold days, the Spaniards, the lure of the forest, the high Sierras and Brother Fitzgerald was a man of rhyme, a man of the mountains catching the heavy heaving of the silver-voiced pitcher.

At first Jerome O. Cross of Santa Rosa performed the obsequies for the Cits; A. C. Wheat of Los Angeles county, the hitting marvel, did duty for the Counts. Jerome O. was the wily Ulysses in the plot, the man whose words were as the bellowing of deep waters, whose strategic maneuvers, both vocal and physical, did much to bring victory to the side of the cits.

At second the Cits had Walter L. Bachrodt of San Jose, the Counts H. G. Clement. In the mist Bachrodt loomed up some six feet six, two hundred and seventy-five pounds—a majestic giant, a great baseball player, for it took a tremendous wallop to get around or over him. H. G. C. not H. G.

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W. was the Achilles of second base—fleet-footed, eagle-eyed, baseball-wise.

At third Cox of Oakland played for the Cits, R. P. Mitchell of Orange county for the Counts.

Cox, veteran of many battles, showed the coolness of a player that comes from My City Oakland, the coming city of the Pacific Coast.

R. P. Mitchell was there. They used to call him Rip when he was a youngster, and we know why now.

At Shortstop Percy R. Davis of San Bernardino and Charles E. Teach of Bakersfield divided honors for the cits. Roy Good of Mendocino county played by his lonesome for the counts. Percy R. and Charles E. were a diamond trio, doing the work of one man with the ability of three; so close was their covering of shortstop that the wind had a hard time getting through, which shows what chance a six-inch ball had.

Roy Good for the Counts was very good, in fact a truly gude man. Good is somewhat broad and fast upon his feet. His county lies more straight up and down than on the level, so his wind is excellent, his humor great and his spirits superb. To be a Good and to have a Good outlook upon education and baseball is something worth while.

In center field Henry C. Johnson of San Diego and E. P. Clark of Riverside of the State Board of Education held sway.

Henry C. Johnson was playing on his home grounds and his speed was bewildering. One is dazzled as to how one can live so near Tia Juana and have such a perfect eye for catching flies from out of the mist. In fact Henry C. was so fast that at times he played second, shortstop, right field—all a mere trifle for him.

E. P. Clark showed his editorial acumen and put his pen hand on many a fly.

W. L. Stuckey of Huntington Park for Cits, A. S. Pope of Santa Barbara county for Counts in right field. These two players showed desperate recklessness in their great efforts at fielding and batting.

For left field Robert L. Bird of San Luis Obispo county for the Counts and Frederick F. Martin of Pasadena for Cits. We do not want to joke, but the gods must have had a hand when the picked birds for left field. While neither could be likened to a swallow their eyes were as of the falcon.

The game as we recollect it was either 6 to 3 or 6 to 5—a really respectable score. Adams pulled a home run. Wheat scored a perfect 1000 with four hits. Landis made a three-base clout, which should have been a homer but the silver-voiced pitcher ran out of the breath of life at third.

The Counts pulled a triple—the first in this world series. The Counts made 12 hits to the Cits, winners, 8.

"Ping Bodie" Belford of Rand, McNally & Company was on hand with a huge camera, but the fog overhead and oncoming night hindered the preservation of some epoch-making plays.

The crowd was most partisan and illustrious. Mr. Will C. Wood, Superintendent of Public Instruction of the State of California, was present and wandered from side to side with words of cheer.

T. J. Tigert, U. S. Commissioner of Education, had addressed the convention just previous to the calling of the game and his exhortations were evidenced in the spiritedness of the contest.

The Cits only had ten men on their nine; the Counts had nine men on their team.

Mrs. Susan Dorsey, county superintendent of Los Angeles, enjoyed the contest on the sidelines.

Mark Keppel of Los Angeles county could not be restrained and his gentle commentaries on the contest can be likened to the confessions of Marcus Aurelius

Mr. Selden Smith of Ginn & Company and Mr. Ellsworth of Macmillan & Company were apparently engaged in some sort of friendly wager, as they both kept an accurate score.

Too much cannot be said of the umpire, Dr. Herbert R. Stolz, State supervisor of physical education. It can be said that Dr. Stolz still lives.

Mr. Chas. C. Hughes, superintendent of Sacramento, had a box seat in an auto and upheld with great severity the senatorial dignity of the State.

Mrs. Margaret Schallenberger McNaught, State supervisor of elementary education; Miss Agnes Howe of Santa Clara county; Roy Cloud of San Mateo county; J. P. Morgan of Tuolumne county; S. M. Chaney of Glenn county; Mrs. Lizzie Vagedes of Sutter county; Arthur H. Mabley of San Luis Obispo; W. L. Stephens of Long Beach were a few of those that held choice sidewalk standing room.

W. L. Stephens of Long Beach is an old-time varsity baseball man and his not being in the city line-up this year was noticeable. Fred M. Hunter of Oakland, who played last year, was held in reserve for the game next year.

Edwin R. Snyder, commissioner of industrial and vocational education of California, kept score.

The rooting section consisted of Mrs. Will C. Wood, Miss Carolyne M. Webb of Sacramento, DeWitt Montgomery of Visalia, Fred A. Boyer of Coronado, H. C. Hall of San Mateo, A. E. Montieth of Redwood City, A. L. Vincent of Ventura, John F. West of Pasadena (who acted also as backstop), Miss Edna Stangland (secretary to State superintendent), A. N. Wheelock of Riverside, Chas. H. Camper of Chico, Anrel S. Williams of Stockton and many others.

When all is said and done it was a wild affair.

JOTTINGS

Mark Keppel, county superintendent of Los Angeles county, has held his sectional county institute meetings this month. Mr. Keppel takes the speakers to the teachers and each local section has a one-day meeting. The teachers enjoy the scheme immensely and get a great deal of good out of them.

A. S. Pope, superintendent of Santa Barbara county, has appointed Anna M. East as supervisor of attendance for the county. Dr. Alice L. Goetz, with the California State Board of Health, has been secured to give half-time to supervision of physical education for Santa Barbara county.

Mr. Pope will hold his institute commencing October 24th. Among the speakers will be Dr. Herbert R. Stolz, Miss Alice L. Goetz, and Dr. L. R. Alderman, educational director of the U. S. Navy.

Glendale has just voted $260,000 worth of bonds for an elementary school. R. D. White, superintendent of Glendale, plans to construct one building and make additions to others. Glendale school population has only increased 60 per cent in the last two years.

Glendale Union High School, under Geo. U. Moyse, has reached an enrollment of over 1100 for this year. The corps of teachers has been increased to 54. Outside bungalows have had to be constructed for class-rooms. A plan is on for a new 20-acre tract with a fine new plant. The increase in attendance is forcing the issue.

Fresno county, under Superintendent Clarence W. Edwards, has added seven new supervisors this year. Office and field force now total seventeen members. The following supervisors have been appointed: For music—Ada Camp, Mrs. Maude B. Edgecomb. Drawing — Florence Gamble. Penmanship—F. M. Fulstone. Agriculture—O. P. Palstine. Physical education—G. W. Byfield and Nannie Weed.

Guy Hudgins, vice-principal of San Mateo High School, who succeeded Percy R. Davis as superintendent of National City schools, is enjoying the outlook of his new position.

Mabel R. Roe, biology teacher in the Anaheim High School, assigns no outside work or reading. The subject matter is developed through experiments, and studying is done in class with discussion.

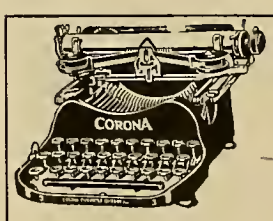
George M. Green, principal of Inglewood High School, has a neat scheme of keeping his programs, schedules, data, etc., on the blackboard of his office, so he merely has to lift his eyes to get information that is needed.

Howard J. Hanna, head of the chemistry department of the Los Angeles City High School, is writing a chemistry manual for high school use. He is using his experiments in his class-room work.

Superintendent Robert A. Bugbee of Humboldt is reported to have cleaned up a fortune in oil. He deserves it.

Professor Lewis Terman of Stanford is making an interesting survey of 1000 of the gifted children of the state.

Dr. A. C. Moore has been appointed to succeed Superintendent Hamilton in Del Monte county. Superintendent Hamilton will take charge of rural supervision.



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U. S. Commissioner T. J. Tigert was one of the speakers at the convention in Coronado. It was his first appearance and we were all greatly interested in him. He is a tall, thin, delicate looking man, with a good voice, a Southern twang or accent, with a sense of humor, and ability to punctuate his speech with a pointed story. His address, if intended for an educational address on vital educational issues, did not approach the subject, but we take it for granted that he knew the audience was tired and wanted a mixture of jazz, of eloquence, of national and international thrills, and he gave us all that. His praise of the educational system and efficiency of the Germans was quietly resented by quite a few people, not because they were prejudiced against the Germans, but because we are paying for the war against Germany and especially against its system. We do not want an efficiency that leads to a military system of education, or life. We want a leadership in this country that is in fact at least based on mere efficiency to fight and produce material things. We want at least a touch of spiritual power. However, Commissioner Tigert may have not had in mind anything but just an impromptu entertaining address, and as such it was a success.

CALIFORNIA TEACHERS, ASSOCIATION, BAY SECTION

The teachers of San Francisco, and various bay counties met in San Francisco on October 3, 4 and 5, under the leadership of W. T. Helms of Richmond. The principal speakers were Prof. Ernest Horn of Iowa, Prof. W. T. Lewis of Pennsylvania, and Olive Jones of New York, H. B. Wilson of Berkeley, Hunter of Oakland, and Will C. Wood of Sacramento. The meetings were well attended and the notable feature of the convention was the hospitality of the San Francisco teachers for the guests. The San Francisco Teachers' Association gave a reception, the principals gave a luncheon, and the grade teachers gave a "harvest home" affair. Mayor Rolph in his splendid address of welcome emphasized the fact that he recognized progressive educational demands in placing an active teacher on the governing body of the city in his recent appointment of Alice Rose Power.

Officers elected for the California Teachers' Association for the ensuing year are: President, Elizabeth Arlett, principal Washington Junior High School, Berkeley; vice-president, Mary Mooney, San Francisco; secretary-treasurer, F. H. Boren, Union High, Oakland. Seven representatives elected to the Council of Education: Fred M. Hunter, superintendent Oakland schools; H. M. Handcock, principal of elementary schools; George M. Thiriot, Oakland Technical High School; W. T. Helms, superintendent of schools, Richmond; Ben Ballard, superintendent of schools, Santa Rosa; A. G. Elmore, superintendent of schools, Modesto, and Ethelyn Bonney of Stockton, teacher.

President Helms deserves the thanks of the teachers for a fine program, and the selection of unusually good speakers.

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THE CALIFORNIA TEACHERS' ASSOCIATION, COAST SECTION

President Robert L. Bird called the meeting of the Coast Section of the C. T. A. at Santa Cruz, October 3, 4 and 5. Among the notable speakers were Mark Keppel, A. H. Chamberlain, Prof. Ernest Horn, Mrs. Helen Keller, Sam Cohn and others. Superintendent Cecil Davis was elected president for the coming year, and T. S. Macquiddy of Watsonville, secretary.

A NEW FACTORY OF INTEREST TO THE PUBLIC SCHOOLS

L. U. Kinder, general manager of the National Wood Renovating Company, and L. K. Wiles, a director of the company, arrived in Oakland recently to inspect the Oakland branch of that institution and prepare for the installation of a complete manufacturing plant in that city.

The Oakland branch of this national organization with a main office in Kansas City and branches in Minneapolis and Indianapolis, has only been in existence a little more than a year, but it has grown so that it has been decided to establish in Oakland a complete factory. This decision has been due, first, to the growth of the business of the institution on the Pacific Coast, and second, because Oakland is in the natural distributing center for the coast.

The National Wood Renovating Company deals largely in school supplies and specializes, as its name indicates, in the repair and renovation, by a secret process of its own, of school furniture. After establishing itself thoroughly in the middle west with factories in three cities and warehouses in the east, it turned its attention to the Pacific Coast and located a small branch in Oakland in charge of M. G. Reeves.

The growth of the Oakland branch was instant. Its business extended all over the coast, and during the recent general business depression, the growth of the Oakland branch was so great that it required little urging to cause the establishment of a complete factory in this city. It is to provide for this that the two general officers visited Oakland recently.

A site has already been purchased and a contract let for a building.

Oakland will become the home of the Pacific Coast division of the company. Here will be established the general Pacific Coast factory and home offices, but branches will be located in Los Angeles and in Seattle that will be operated from Oakland. M. G. Reeves will continue in charge of the Pacific Coast business operating it from this city.

This is another institution that is establishing its general offices in Oakland, where its factory is also located.

NOTES

O. S. Hubard, formerly Lindsay school superintendent, is now the head of the Madera schools. There are about one thousand pupils in Madera and two school buildings.

Frank A. Bricker, formerly of Ione, Amador county, is now the principal of the Needham school in Lodi, where I. F. Custer is superintendent. The Needham school is a new structure in Mission style. It houses two hundred children and every department is included. Bricker plans to emphasize physical training. He was in the army during the World War and will undertake training the boys, while the girls have their own physical training teacher. One of Bricker's theories is that children should enjoy their school work. His classes have an atmosphere of freedom and happiness while the work is being done, which

is in strong contrast to the tense atmosphere which pervades many school rooms.

Miss L. Vagedas, county superintendent of Sutter county, will have her students read for library diplomas for the first time this year. The system insures the reading of good books by the children and is an aid in English and grammar as well as a foundation for future work.

John C. Paltridge, who was formerly vice-principal of the Washington grammar school of Alameda, is now principal of the John Muir School in Fresno.

All pupils in the Fowler schools are tested by the Terman test and classified accordingly, says William A. Otto, principal of Fowler schools. The problem in Fowler is foreign children. A home teacher has been employed to help in the work of Americanization. Four years of English work are required of foreign children in the Fowler schools; all others must have at least three years. The state requirement is two years of English. Plans are ready for a new high school and twelve and one-half acres have been bought for the building.

OUR COUNTY SUPERINTENDENT

An editorial from the Evening Free Lance that should be read by every grand jury man and assemblyman, or anyone who has to do with the fixing of salaries of country superintendents. Superintendent W. J. Cagney of San Benito county, to whom the article refers, has just accepted an offer of $4000 per year for Superintendent Mark Keppel of Los Angeles as a rural superintendent:

"We know a young man, who once worked in the offices of the auditor of a big railway corporation. He knew the auditor by sight, but the auditor probably never saw him at all.

"One day he received a letter from another big railroad office in San Francisco, offering him a job with more pay, so he sent in his resignation and prepared to leave for California.

"Then the auditor sent for him, offered him a small raise and asked him to stay on the job.

"He felt pleased and said, 'I am glad to know that you have liked my work and want me to stay, but I have given my promise to go.'

"The auditor replied, 'Well, you had been here six months and I never heard of you until you resigned, and having never heard of you I know your work must have been satisfactory.'

James J. Hill, the great railroad builder, was once riding on one of his own trains. It had to stop on a lonely siding to wait for another train to pass it. Hill got out of his private car and walked along the track. A middle aged engineer was going over his engine carefully with an oil can. Hill engaged him in conversation. After a time he asked the engineer how long he had been on the Northern Pacific. 'Twenty years,' came the reply.

"'What is your name?' asked the magnate, and when he received the answer Hill said, 'Well, I never heard of you before, so when you get to the end of your run report to the division office as superintendent.'

"For many years the office of superintendent of schools of this county has been in such good hands that we have heard little about it. No complaints were ever registered because there was nothing to complain about, and we never heard much praise because our schools were being steadily and regularly built up and improved and there wasn't anything about the process to attract attention.

"So we have just gone along, feeling that everything about the conduct of our schools was satisfactory because we weren't hearing much about them.

"But within the last two or three years outsiders have begun to notice that San Benito county's educational institutions were on a very high plane, that they were being conducted in efficient, practical manner that was getting splendid results, without a great amount of cost.

"So our superintendent came in demand as a speaker wherever educators gathered in our state, and was quickly recognized as a man of unusual experience and ability in his particular line.

"The other day he received an offer of a bigger job at much better pay, and we suddenly discovered that he was an asset the county could ill afford to lose, and that he would be indeed difficult to replace.

"It is too bad that we never happened to think 'W. J. Cagney must be a mighty good superintendent, because we hear so little about him.' If we had thought of that we might also have thought about raising his pay in time to keep him with us.

"Mr. Cagney has remained in Hollister for several years while he could have easily made more money elsewhere, considerably more. He remained here largely because he felt that upbuilding our schools was his mission in life, and he wanted to fulfill that mission.

"He has the right now to feel that this has been accomplished, and he the right to feel that he can turn his attention to making enough money to care for himself and his good wife when old age incapacitates them. And he is fortunate in being able to combine this pursuit of material things with a continuation and broadening of the work in which he takes such interest and pride.

"When it comes to filling Mr. Cagney's place the Board of Supervisors have a real task. This office, of which none is of greater importance, pays the princely stipend of $1800 a year, of $150 a month.

"The few people of this county qualified by experience, training, executive ability and temperament to succeed him, are getting salaries so much larger they would merely smile if offered the appointment.

"Here are a few comparisons in monthly salaries now being paid in this county:

Superintendent of schools	$150.00
Grammar school teachers	$116.66 to 133.34
Country school teachers	130.00 to 165.00
High school teachers	180.00 to 220.00
Grammar school principal, San Juan	190.00
Grammar school principal, Hollister	237.50
Principal San Benito Co. high school	333.00
Dean junior college	350.00

"With the exception of the Hollister grammar school teachers and some of the country school teachers, the superintendent of schools, in authority over all of them, receives the least pay of all of them. Even some of the country schools pay their teach-

School circles in Southern California, particularly in San Diego and Imperial counties, were greatly shocked and deeply grieved because of the sudden death early in September of W. F. Bliss, vice-president of the State Teachers' College of San Diego. Mr. Bliss had gone to a small mountain resort not far from San Diego for a few days of rest at the close of the summer quarter of the college, and there, without warning and seemingly without illness or pain of any kind, fell into a sleep from which he never wakened on the night of September 2.

Mr. Bliss came into the State of California in the '90s and held school positions at Colton and at Santa Barbara before he went to the State Normal School of San Diego in 1900 to begin the twenty-one years of remarkable school service which endeared him to hundreds of friends and thousands of students in the southern part of the State. Appointed at first as head of the department of history, Mr. Bliss became dean of the normal school, and later vice-president. He was sixty-three years of age at the time of his death.

David E. Martin, County Superintendent of Schools of Alameda County, successor of the late Geo. W. Frick. Mr. Martin, like Fred M. Hunter, was born in Nebraska and is a type of the physical stalwarts of that state. He taught a few years in Nebraska, then began in California; was principal of the Fremont High school, Santa Rosa, under Superintendent E. Morris Cox. For sixteen years he served successfully as supervising principal of Livermore. He comes to the office of county superintendent splendidly equipped for the work. A fine background of education and experience, a genial personality, and a man of all the people.

ers more than the superintendent gets. New Idria pays her teacher $165.00 per month. Olympia pays $150.00 a month. The principal of the Hollister Grammar School gets $87.50 a month more than the county superintendent. The principal of the high school gets two and one-fifth times as much as the superintendent. The head of the junior college gets two and one-third times the superintendent's salary.

"The question before the supervisors is, Who will resign a better job to take the vacancy? Of course there are two or three residents of the county not now teaching who are qualified for the office, but they are probably following occupations which reward them more generously, even though a belated increase of salary to $2400 a year for the county superintendent will take effect after the next general election."

THE NEW AGE

By Mary Ellen Hollister

The Gifts of Antiquity

The other day a professor of ancient history invited me to call with him at the office of a mutual friend. The office was one of those super-modern, super-efficient organizations, running like a huge, well-ordered machine, and yet with a nice consideration of all its members. I had a vague impression of large tables, of courteous speech, of distinct yet repressed personalities. What the professor of ancient history was thinking I could not tell. He seemed extraordinarily alert to his surroundings, and the eyes behind his pedagogical glasses twinkled with interest.

Our mutual friend entertained us royally with stories of his success and achievements. This well-oiled office was, it seemed, the result of his business acumen. What activity he was engaged is unimportant. He sells, so he told us, his service.

When we stepped out into the street, the professor broke our silence eagerly.

"It's marvelous!" he exclaimed.

"Such organization," I murmured vaguely.

"No, not that. I mean the heritage of the past."

His tone told me that he was wandering in paths afar and that I need not question.

"For all its efficiency, modern business had its beginning in days before the dawn of history. A man, sitting on the banks of the Nile, and forging rude tools from metal in exchange for food and skins, was the father of production. Our mutual friend talks of selling service as though it were the discovery of his age. That ancient smithy on the Nile first sold service. . . . He was a brave man and no doubt he brought down upon his head the ridicule and the dire prophecies of his neighbors. And no doubt, too, he fulfilled their Cassandrish predictions before the custom of laboring for the group, rather than for the individual, became established."

"It seems a long way," I demurred, "from the Nile to our friend's office."

"Did you notice," the professor replied, "those letters that were brought from the files? If you had been in Babylon some two thousand years before the Christian era, the same thing might have happened. A slave would have brought a tablet of clay, with the message baked into its surface, and laid it with obeisance before the feet of the rich man. His contracts have endured until modern times—his method of making money with money has made possible the great business transactions of today."

And as he went on talking, I began to see, with him, the way that modern business has grown. It began with vision and on such a basis it has developed, until today it is the woof across which threads of government and education and community life are woven. It is the story of the efforts of men to answer the world-old question, how to live.

Under the spell of the professor's enthusiasm, I traced the path of industrial supremacy as it passed from ancient Egypt to the valley of the Tigris and Euphrates, from China to India, and on to the shore of the Mediterranean where the Phoenicians, Greeks and Romans in turn became the economic centers of the ancient world.

Civilization and industry have grown hand in hand. The industrial growth of every country is tied up with its history. The family life, the education of the young, the commercial policy, which is to say the foreign policy, and the industrial development are the framework for national growth. With civilization has grown business, professions, new methods of communication and transportation. Only the embryo of the great force we know as modern business existed, but in that beginning, small as it was, lay the strength of each nation.

In the case of every country the loss of power came with the lack of productive energy. Rome became a non-producing nation and fell victim to the barbarian hordes of the north. She was, the professor told me, the last of the ancient nations and the successful descent of the barbarians marked the dividing line between the ancient and the medieval world.

The gifts of antiquity to the commercial and business life of today are beyond measure. A respect for law and the codes of maritime and civil regulations; methods of business transactions, such as tariffs, reciprocal trade privileges secured by treaties, the leasing of land and canals, the payment of taxes, and the securing of rights of irrigation; and means for safeguarding property, are among the forerunners of our own business activities.

In the whole movement of the race, education, government, and industry (which includes business and finance) play their parts. They were in ancient days, just as they are now, the closely linked, primal means for answering the needs of men.

GREGG WRITER WINS WORLD CHAMPIONSHIP

At the twenty-second annual convention of the National Shorthand Reporters' Association of the United States, held at Niagara Falls, Ontario, August 25, Mr. Albert Schneider, twenty years of age, a writer of the Gregg system of shorthand, defeated three former world champions—Mr. Willard B. Bottomo, champion of 1909; Mr. Jerome Victory, 1919 champion, and Mrs. Nellie Wood Freeman, winner of the championship three times in succession—and the largest number of contestants to appear in any former contest of the association.

Mr. Schneider, who is a graduate of the High School of Commerce, New York City, is a free lance reporter in New York City and is the youngest writer yet to achieve the championship. He began the study of shorthand five years ago. His first reporting experience was with the United States War Industries Board during the war. The reporting for the board was of the most difficult nature. Experts in all industries were called in in connection with the war production and nearly every place of manufacture and industrial work was discussed, requiring on the part of the reporters a very comprehensive vocabulary and a knowledge of technical subjects.

The championship contest consisted of three dictations of five minutes each on straight literary matter at 200 words a minute; "judge's charge" to the jury at 240 words a minute (technical); "testimony," consisting of questions and answers, at 280 words a minute. In the first test at 200 words a minute, Mr. Schneider made but 12 errors; in the 240 dictation, 22 errors; in the 280 dictation, 44 errors; or an accuracy percentage on the total of 97.9. Mr. John F. Daly was the only other contestant, out of a field of 24, who was able to qualify with the required accuracy of 95 per cent or better.

Dictations were also given on straight literary matter at 150, 175 and 215 words a minute, for the purpose of awarding speed certificates of the association. On the 215 straight literary matter test Mr. Schneider made but 18 errors, accuracy 98.32 per cent, and a net speed, after making deductions, of 211.2 words a minute. This constitutes a new world record and is the highest net speed ever made by any writer in any contest on this kind of matter. The best previous record was made by Mr. Nathan Berrin, wirld champion in the 1914 contest.

On the 175 straight literary matter Mr. Schneider made but three errors, tying with Mr. Willard B. Bottomo, champion of 1909 and an official court reporter of the New York Supreme Court, with an accuracy of 99.65 per cent. This constitutes a new world record, exceeding the world record made by Mr. Schneider last year at the Denver convention of the National Shorthand Reporters' Association by two words a minute.

Mr. Schneider also achieved an unusual transcribing record by transcribing the five highest rate dictations in the time allotted for three. Although but nineteen years of age at the time, Mr. Schneider last year made the highest record of any contestant in the speed contest of the Southwest Shorthand Reporters' Association.

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The convention was one of the most successful in the history of the organization. The following officers were elected: President, Willard B. Bottomo, New York City; vice-president, Louis B. Schrader, Wheeling, West Virginia; secretary, Albert C. Gow, Chicago, Illinois; treasurer, W. A. J. Warnoment, Cleveland, Ohio.

The place of the next meeting is New London, Connecticut.

HIGH HEELS

The imprint of a human foot is most peculiar: only the heel, ball and outer border touch the earth, while the hollow of the foot, the part upon which the greatest weight rests, does not touch the earth at all. Here lies the great elasticity of this wonderful mechanism.

Now in passing a line through the center of the heel it passes out through the great toe. This is called "Meyer's line," and on studying the footprints of an Arab, who has never worn shoes, and of a normal infant, we find the axis of the foot identical in both. The body rests, then, upon the ball and heel of each foot.

Our erect posture has broadened the hips. Especially is this the case in women, in whom the pelvis is much broader than in males, because of the higher office it performs. When standing, the legs are properly placed in their sockets at the hip joints, and the body rests correctly upon the balls and heels of the feet; its gravity, its equilibrium, its balance or poise is then perfect. In walking the ball of the foot touches the earth first, the heel scarcely at all; as the body is raised, its entire weight falls and is sustained by the toes.

The Important Part Played by the Toes

Civilized beings scarcely know how important a part is played by the toes. "The small toes have two joints, while the great toe has only one. The great toe is most important of all, and is the strongest and the largest. When we raise the foot from the ground to bring it forward, we raise the heel and let the weight fall on the great toe. In raising this in its turn from the ground, we are thrown forward, still pressing the ground with the end of the great toe. To execute this movement, the great toe must be placed in the shoe in such a position that it can stretch itself out directly forward, for in its normal condition it is found on the prolongation of the longitudinal axis of the first (metatarsus) great toe joint." So writes a medical observer.

Shoes that are narrow bind the foot bones and muscles and prevent free foot action. Shoes that are exaggeratedly narrow, crumple the toes upon themselves, compress the soles into folds and utterly put out of commission the great "plantar fastia," which runs from the heel along the entire sole of the foot where it sends little elongations to each toe. It is a powerful ligament, holding the beautiful arch in position.

When, in addition to this, the heels are placed on slender stilts two or three inches high, the entire foot is furthermore pushed forward into the shoe; the center of gravity is entirely lost; the body is tilted forward at a false angle; the delicately poised pelvic organs, especially the uterus, are thrown forward; and anteflexion results.

In order that the body may maintain its equilibrium, great muscular effort is now employed. The muscles of the calves are strained; the lower portion of the spine is rigidly held forward; the whole pelvis is indeed shoved forward to get in the new false line which falls through the heels and not through the balls of the feet. An ugly hollow is thereby created in the spine, and when this goes on, as it does in some girls, the distressing spinal deformity known as "lordosis" is gradually developed. Other spinal deformities may ensue, but "lordosis" is most common.

High heels are not alone a great menace to the health and integrity of the female pelvic organs, but a great hindrance to walking correctly; and so their wearers are deprived of much of the joy in life, not

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A DEVICE FOR REVIEW

Ruth Bartlett,
History Supervisor, Humboldt State Teachers' College, Arcata, California

The sixth grade history teacher in our training school had a most interesting review lesson the other day. When the class finished studying a group of American inventors she announced that they would have an Invention Day. Each pupil was to represent one inventor and was to bring a sample of his inventions, if possible. Several students were assigned the lives of inventors not in the text, to be looked up in other books.

On Invention Day Eli Whitney gave an account of his life and experiments, illustrating his invention with cotton bolls in various stages. The following inventors gave brief autobiographies with illustrations: Thomas Edison with the electric light bulb, Elias Howe with a toy sewing machine, Alexander Bell with a toy telephone, Fulton with a model steamship, Marconi with a miniature wireless equipment and a real Marconi code, Stevens with his locomotive.

While the reports were being given the rest of the class were required to take notes, which were looked over and corrected by the teacher. The following day a test in inventors and their accomplishments was given, in which two-thirds of the class received a rank or ninety or over.

WHY TEACHERS SHOULD ENCOURAGE JUNIOR RED CROSS MEMBERSHIP

Because the underlying purpose of the Junior Red Cross is training of boys and girls in the habits and ideals of service, the organization must appeal to every teacher

The Junior Red Cross is simply the junior citizenship of community and nation organized to participate in the work of the American Red Cross, which will hold its Fifth annual roll call November 11-24.

The Junior Red Cross was born in the war emergency. It justified itself during the war by the contribution of materials and money aggregating in value more than $10,000,000.

On June 1, 1921, more than 5,000,000 children, under the direction of 146,000 teachers in 31,475 public, private and parochial schools, were enrolled in the Junior Red Cross. Forty-seven per cent of the cities under 100,000 population have Junior Red Cross in their schools and 68 per cent of those with a population of more than 100,000. The organization has also penetrated to the remote rural communities of the nations. It has crossed the seas and is promoting the cause of education among the European war orphans.

GEOGRAPHY PRIZE ESSAY CONTEST

Ginn & Company, publishers of the Frye-Atwood Geographies, report a great deal of interest being shown by pupils and teachers throughout the state in their offer of $100.00 in prizes to pupils in the public and private schools of California for the best article on "The Importance of Emphasizing the Study of Geography in Our Schools of Today," as advertised in the July number of the Western Journal of Education.

Some teachers are asking all pupils in their classes to write essays on the subject given, with the understanding that the best of those submitted will be sent in as contestants for the prizes offered.

All essays must in the hands of the publishers—Ginn & Company, 20 Second street, San Francisco—before December 1st.

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THE RED CROSS OF PEACE

So varied is the peace program of the American Red Cross that it takes in practically every phase of life in this country and goes into Europe as well to minister to the suffering.

The disabled war veteran is the particular concern of the Red Cross. Last year $10,000,000, an amount $4,000,000 in excess of the regular receipts from the dollar membership dues, was spent in services to them. There are 2397 Red Cross chapters which maintain a service for these war veterans. Last year 1,508,640 men received help.

The Red Cross has on its list now 37,787 nurses subject to call; it has furnished 1726 instructors in home hygiene and care of the sick, from whom during the past year 258,710 women and girls received short, intensive courses. In 1114 nutrition classes 22,006 undernourished children have been enrolled. Two hundred and sxity chapters have health centers and 90,252 persons have attended clinics. During the past 18 months the Red Cross expended $1,600,000 in disaster relief work. The women of 1613 chapters last year made 1,317,528 surgical dressings, 56,486 layettes and 551,680 garments which were shipped to Europe.

The Red Cross will hold its fifth annual roll call during the two weeks from Armistice Day, November 11, to Thanksgiving, November 24th. The roll call is not a campaign. It is simply the opportunity for members to pay their yearly dollar membership dues, and for non-members to join.

Without the love of books the richest man is poor, but endowed with the treasure of treasures the poorest man is rich.—J. A. Lang.

And choose an author as you choose a friend.—Earl of Roscommon.

Next to acquiring good friends, the best acquisition is that of good books.—Cotton.

Books are the blessed chloroform of the mind.—Robert Chambers.

Books are the windows through which the soul looks out.—Henry Ward Beecher.

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Jogging Up "Jography"

A Story in Contrasts

by WILLIAM B. ASHLEY

in the New York "Outlook"—August 24th

This article written for the public in general is well worth the reading by school superintendents and teachers.

Some writers of textbooks and even some school people have not yet awakened to the fact that a change for the better in geography teaching is upon us—but it is here—and hundreds of California teachers from Siskiyou to San Diego have welcomed with open arms and open minds the Frye-Atwood New Geographies as the help desired in "Jogging up Jography" in their classrooms.

Here are extracts from a few of the scores of letters received by the publishers:—

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WESTERN SCHOOL NEWS

Mark Keppel will be one of the speakers at Los Vegas, Nevada, and Bellingham, Washington, next month.

Superintendent Alfred Roncovieri, in a speech before the Principals' Club luncheon, made a very neat speech in drawing the line between an educational leader and an educational commander.

Professor Werner of the Esparto High School has prepared an excellent book for vocational students in agriculture, entitled a "Project Record Book." It will be published by November 1, 1921, by Harr Wagner Publishing Company.

Basil King, the novelist, made a subtle plea for tolerance before the University Society of Fine Arts recently. Mrs. Will Hinckly Taylor, who is taking such an active interest in this organization, deserves the appreciation of the community for the fine work she is doing for the cultural effect in California.

The registration of minors under the new law has caused considerable worry among school officials. It will, however, all work out in the end.

The officers of the Montana State Teachers' Association predict the largest attendance in the history of their association, at the thirty-first annual convention that will be held at Great Falls, Montana, on Monday, Tuesday, Wednesday, November 21, 22, 23, 1921.

Three thousand teachers will attend this convention, which will be approximately eight hundred in excess to last year's meeting held at Billings, at which there were twenty-two hundred teachers in attendance.

Four speakers of national prominence have been secured for this important convention:

W. G. McAdoo, former Secretary of the Treasury and Director of Railroads; Franklin Lowden, former Governor of Illinois and candidate for President of the United States on the Republican ticket last fall; Editor T. Devine of the Survey Magazine and a well known author and Professor Peter T. Dykema from the University of Wisconsin.

"To perpetuate California's glorious past, and to build for her glorious future," a mammoth Memorial Stadium will be built by the Associated Student Body of the University of California at Berkeley. Greater in size and capacity than the Coliseum of Rome, with a seating capacity of 60,000 persons, this imposing structure will be erected on the border of the campus.

Interesting and wholly novel is the financial plan for this structure. Dollar for dollar return on subscriptions is assured, $100 scrip books, good for $100 in tickets to games, being issued for each subscription of that amount. These scrip books are good for a period of ten years, at the rate of $10 worth of tickets a year, for any athletic contests in the Stadium, including the annual "Big Game" at Berkeley or at Palo Alto. The subscriber also has reserved for his purchase seats in excess of those covered by his scrip.

But most fitting of all is the dedication of such a structure to California's dead heroes of the great war. In its entirety the Memorial Stadium will be a fitting field for the athletic contest of this greatest of universities, and a lasting memorial to the hero dead of the State.

Mr. Altman, director of art, San Francisco schools, made arrangements with Mr. J. N. Laurvik, director of the Palace of Fine Arts, whereby pupils in the eighth grade and students in our high schools were admitted free to the unusually interesting exhibit of paintings by the great imaginative artist, Nicolas Roerich.

Superintendent H. B. Wilson of Berkeley made an address of unusual power and vision at the Civic Auditorium during the convention in October. The teacher and taxpayer were interested in his plea for the essentials—reading, writing, arithmetic and spelling.

W. A. Lane, publicity man of the Hotel Lee, Sixth and Figueroa streets, Los Angeles, is nothing if not original. His cards on "Duck Shooting" are very interesting. If you are interested in duck shooting or a good comfortable hotel, stop at the Hotel Lee and ask to see Mr. Clark, the proprietor, or Mr. Lane, the publicity man.

Corporal punishment—whipping in particular—is to be discontinued in the institutions of California, an investigation made by the State Board of Charities and Corrections and the State Board of Control—of the alleged whipping of a thirteen-year-old girl at the Home of Benevolence, San Jose. Recommendations to that effect are being sent today to all institutions in the State.—San Francisco Call, February 9, 1921.

We ought to reverence books, to look at them as useful and mighty things.—Charles Kingsley.

Old wood to burn; old wine to drink; old friends to trust; and old authors to read.—Alonzo of Aragon.

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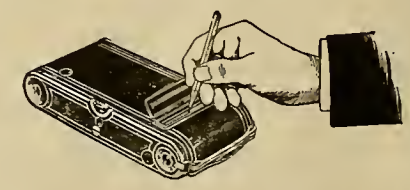

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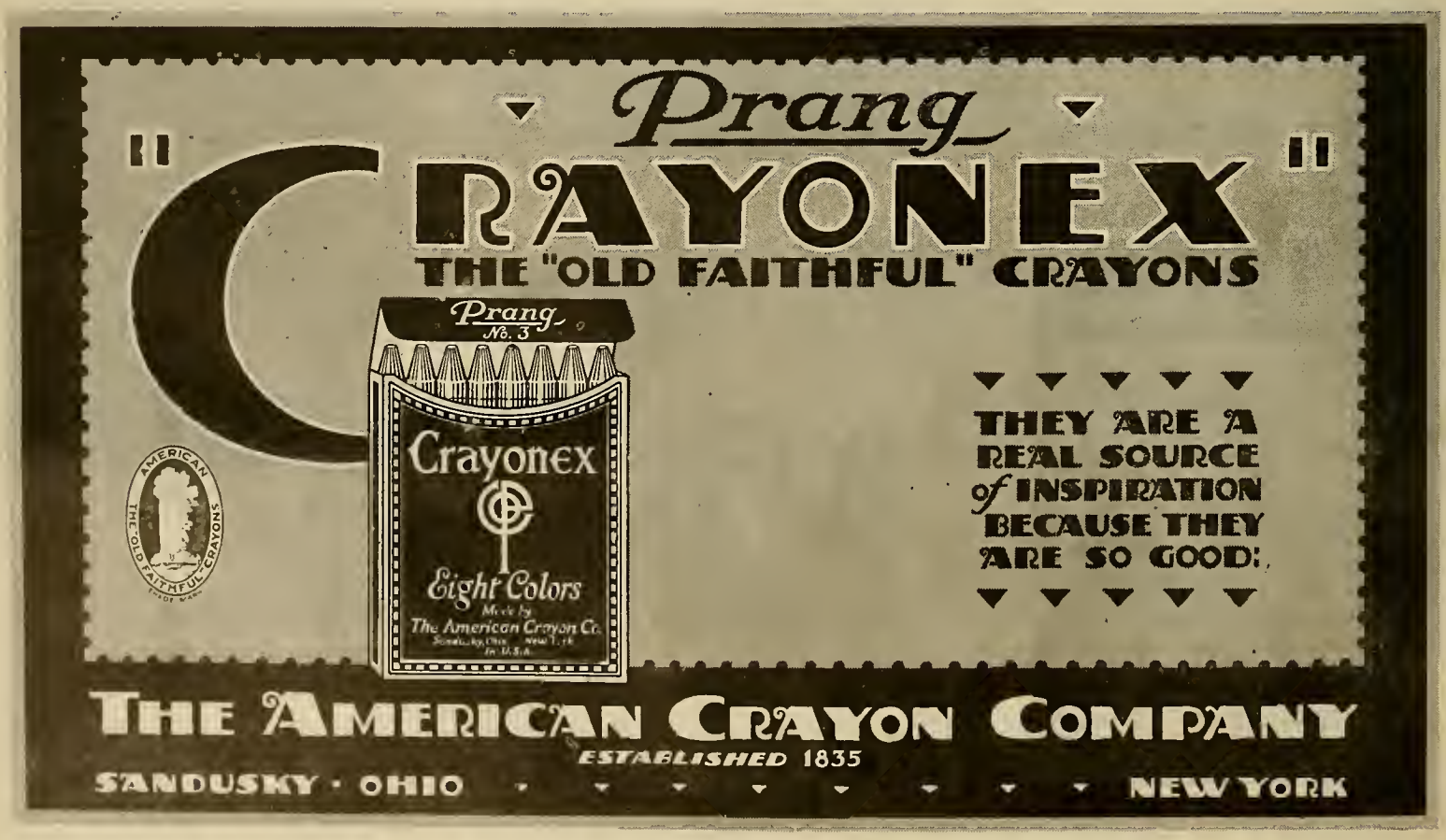

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MEETINGS

Bay Section the California Teachers' Association; Elizabeth Arlett, President, Oakland, Cal.; F. H. Boren, Secretary, Oakland, Cal.

Northern California Teachers' Association; Ella McCleary, President, Sacramento, Cal.; Mrs. Minnie O'Neil, Secretary.

Central California Teachers' Association.

Southern California Teachers' Association. Merton E. Hill, President, Ontario; Dr. E. A. Wilson, Secretary, Los Angeles.

California Council of Education. E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs; Mrs. M. R. O'Neil, Sacramento, Cal., President; Mrs. I. M. C. Smith, Sacramento, Cal., Secretary.

Central Coast Section the California Teachers' Association; Superintendent Cecil Davis, Santa Cruz, President; T. S. MacQuiddy, Watsonville, Secretary. Meeting Santa Cruz, October 3, 4, 5, 6.

California Education Officers, Sacramento, Cal.; Hon. Will C. Wood, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Albert C. Olney, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Stanley B. Wilson, Mrs. Agnes Ray, George W. Stone; Elizabeth R. Phillips, Porterville.

The Western Journal of Education

HARR WAGNER, Managing Editor.
OFFICIAL DEPARTMENT — Official News and Articles furnished by Will C. Wood and other members of the State Department of Education.
ALICE ROSE POWER, School Director, City and County of San Francisco, San Francisco, Associate Editor.
HERBERT F. CLARK, Editor for Southern California.

Founded in 1895, it commands the support of every teacher who is interested in the newest lines of educational thought, and of every trustee who desires to keep in touch with movements for the betterment of the schools. It is not run in the interest of any special organization, of any interest or type of educational doctrine. Its field includes an optimistic support of the best class of educational uplift, both of men and measures.

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ADOPTION OF GEOGRAPHIES BY CALIFORNIA STATE BOARD OF EDUCATION

The State Board of Education met at Sacramento on November 15 to open bids on textbooks on geography. Bids were opened and the principal competitors for basal books were the Frye & Atwood books, Ginn & Company, the Human Geographies by J. Russell Smith, J. C. Winston Company, the Brigham & McFarlane books, American Book Company, the McMurry & Parkin's books by Macmillan Company. Additional books for geographical readers, etc., were offered by various companies. Will C. Wood announced that after due deliberation on the part of the Cabinet and the State Board of Education, it was decided to adopt the advanced McMurry & Parkins book, to be published in two parts, as a basal text, but that there would be no adoption of a primary book, and that the use of supplemental material would be recommended. The State Board of Education had to face the immediate demand for a new book, and also a shortage of funds, so that the McMurry & Parkins was a solution of the situation at this time. There seems to be a strong tendency to the social and humanizing side of our life in the textbooks written by men who are under or in or over the shadow of Columbia University, and so we have the Thorndike arithmetics, the Beard & Bagley histories and the McMurry & Parkins geography. The plan of the McMurry & Parkins books is such that the H. W. Fairbanks Topical Outlines According to the Problem Method, and California, and Home and Its Relation to the World, will fit the course of study as specially adaptable supplementary material. The schools are actually demanding new geographical material and the State Board of Education has reserved the option to purchase the books f. o. b. Sacramento in case the State Printing Office fails to supply the books for the advanced grades. The various publishers have now an open field to supply the needs of the school for supplemental geographical material, as the State Board of Education does not have the funds to supply additional material, and will not have until late in 1923.

GOOD LITERATURE IN THE SCHOOLS

If a teacher in our public schools should teach the Ten Commandments she would probably subject herself to severe criticism, and yet 75 per cent of all the laws in the civilized world is based on the Ten Commandments. However, every teacher is permitted to have children memorize poetry, so here are the Ten Commandments in free verse. The child who commits to memory these lines and makes it a part of his or her life will not break many laws of the land.—Editor.

Thou shalt have no other God but me,
Unto no image bow thy knee,
Take not the name of God in vain,
Do not the Sabbath day profane.
Honor thy father and mother, too,
And see that thou no murder do.
From vile adultery keep thou clean,
And steal not though thy state be mean.
Bear no false witness, shun that blot,
What is thy neighbor's covet not.

ITEMS OF PUBLIC INTEREST FROM PROCEEDINGS OF THE STATE BOARD OF EDUCATION, SEPT. 21-OCT. 1, 1921

The State Board of Education met in regular quarterly session in the office of the Board, 812 Pacific Finance Building, Los Angeles, September 21, 1921, and adjourned September 22 to continue the session at Coronado Beach and meet with the teacher training conference on September 23 and 24 and the superintendents' convention beginning September 26.

The plan of reorganization for the credential department offered by Superintendent Wood was approved by the Board.

Mr. Wood submitted his first report as director of education under the new law, and the list of appointments made by him in the several institutions was approved by the Board.

In accordance with the recommendation of the Cabinet, the Board voted to discontinue the publication of the Blue Bulletin.

The printing of one thousand copies of the Manual in Physical Education was authorized.

The hearing of publishers' representatives on geography texts was the special order of business on Thursday, September 22.

The applications of Modesto high school district and Riverside high school district to organize junior college districts, in accordance with the provisions of A. B. 709, were approved.

The opening of geography bids and their consideration was made a special order of business for the next meeting, to be held in Sacramento, November 15.

A communication was received from the Better Business Bureau of the San Diego Ad Club, in which they called attention to the fact that the children are being taught in the schools to figure percentage of merchandise profit on the cost and that this is erroneous. They asked whether any steps can be taken promptly to correct the arithmetics now in use in the public schools. The communication was referred to the Cabinet.

A communication was received from the Industrial Accident Commission relative to a movement for conservation of human life, suggesting that it would be a very good thing if a chapter concerning accidents, consequences of accidents and the prevention of accidents by safety-first methods could be put into our state physiologies. The communication was referred to the Cabinet for future recommendation.

A resolution adopted by the San Diego Board of Education recommending that the State Board of Education adopt a uniform course of study was referred to the Cabinet for consideration and future report.

The courses of instruction in the University of Southern California for the training of commercial, home economics and art teachers were approved.

Dr. Margaret S. McNaught, Commissioner of Elementary Schools, was authorized to call one or more conferences regarding the kindergarten course of study in the teachers' colleges and the extension of the third grade.

Dr. McNaught was granted permission to attend the meeting of the Utah State Teachers' Association in Salt Lake City this month.

The following resolution was adopted: "Resolved, That county and city boards of education be notified that after January 1, 1922, arithmetic textbooks will be furnished

by the State only for grades three to eight, inclusive.

The regulations recommended by the Commission of Credentials governing the issuance by county boards of education of special certificates authorizing the holders thereof to serve as officers of attendance, were approved.

Retirement Salary Business

The Board approved the purchase of bonds from the permanent fund, as follows: Templeton high school bonds, $45,000.00; Manhattan Beach school bonds, $34,000.00.

Retirement salaries were granted as follows: Five hundred dollars per annum: Mrs. Irene Esther DuBois, Oakland; Mary Amanda Dutch, Berkeley; John Edward Hamilton, Taft; Wm. H. Holland, Los Angeles; Mary A. Kane, Oakland; Mrs. Elizabeth Shirley Maberley, Los Angeles; Mary G. Martini, San Francisco; Margaret Matilda McKee, Livermore; Leonora O'Brien, San Francisco; Martha June Shaw, Berkeley.

Under Section 14 of the law: Adalyn Bangham, Susanville; Mrs. Nellie Turner Clark, Kingsburg; George M. Evans, Los Angeles; Mrs. Eugenia Howells, Ft. Jones; Mrs. Lesa Bell Lane, Pismo; Mrs. Ida Waters Marshall, Madera; Carrie S. Rea, San Luis Obispo; Mrs. Grace A. McNeil Sebastian, So. Pasadena; Rachel Catherine Stone, Berkeley.

Refunds of erroneous salary deductions, amounting to $71.50, were granted.

The Board adjourned to meet in special session at Sacramento, November 15, 1921.

Respectfully submitted,

WILL C. WOOD,
Executive Secretary.

The Election in San Francisco resulted in the confirmation of the seven members of the Board of Education as appointed by Mayor Rolph. Fred Dohrmann, of the firm of Nathan Dohrmann & Company, led the ticket. The others elected were Mr. Esberg, Daniel C. Murphy, Alice Rose Power, Mrs. M. Mott, Mrs. Mary Prag, Mrs. Helen P. Sanborn. This board will take office January 8, and under charter amendment 37 will serve as a board of education. In view of the fact that but one member goes out each year, it will be impossible for the people to make a change at any special election. If the amendment does not work out properly, it will not be the fault of the Board of Education, but of the law itself. Mayor Rolph appointed seven members who are efficient and the people confirmed each one by a vote of two and one-half to one.

There was a campaign against certain members by the Public School Defense Association, but none of the members up for confirmation made any personal campaign for votes.

Without the love of books the richest man is poor, but endowed with the treasure of treasures the poorest man is rich.—J. A. Lang.

And choose an author as you choose a friend.—Earl of Roscommon.

Next to acquiring good friends, the best acquisition is that of good books.—Cotton.

THE POST-WAR SITUATION and the PUBLIC SCHOOL'S RESPONSIBILITY

In his address before the Bay Section meeting of the California Teachers' Association, at the closing afternoon session of the meeting, Superintendent H. B. Wilson devoted the major portion of his time to setting forth the high spots in the current world and national situation. He emphasized the impossibility of the school determining rationally and thoroughly its responsibility except as it is possible to understand and interpret the total social, political and economic conditions in the midst of which the school must do its work. He pointed out that following every great upheaval such as is brought by war, fundamental readjustments are made in our social agencies. This was true following the religious war ending in the Peace of Westphalia in 1648, and likewise following the European wars of 1848, and again following the Franco-Prussian war.

The international political situation was dwelt upon at considerable length, attention being directed to the fact that we are but three years from the signing of the armistice, and yet there is peace no place. Throughout Europe the nations are in serious turmoil. The situation on every hand is complex, ominous, and treacherous. The world is, indeed, disturbed and troubled.

Back of this political situation looms another condition which we see with greater clarity since the war. This is the interracial situation. Japan's defeat of Russia and the use so soon thereafter of so many people of all colors as aids to the allies in the prosecution of the war for liberty and democracy has given the colored races of the world a feeling of power which they never possessed before. Figures were cited to show the menace which this may constitute. The colored people of the world are twice as great in number as the whites. They are increasing in numbers, also, much more rapidly than the whites are.

The schools must likewise do all they possibly can in training our whole people for the right and profitable and wholesome use of their leisure time. The amount of free play time is becoming constantly greater. During childhood and youth, our people must be given sufficient simple, wholesome, temperate, inexpensive interests to enable them to occupy their leisure time advantageously.

The heaviest responsibility in view of America's leadership in the world is in proceeding wisely in the training of the children for the duties and resoponsibilities of citizenship. We must continue to train as wisely as possible for the immediate duties and responsibilities which every citizen must meet in his home city, his county, his state, and his nation. These times, however, impress upon us particularly the importance of training wisely in the purposes and attitudes which should actuate our citizens in international affairs and in interracial situations.

From every standpoint we must train broadly. We must enable our children to see the contributions to the welfare of society and to the progress of the world which have been and which are now being made by the peoples of other nations and of other races than our own. In our teaching of history and geography we should bring out with fairness the contribution made by each nation and by all peoples to the world's resources and the world's progress in art, literature and science. Instead of setting up attitudes of opposition and jealousy, we should teach with a view to establishing just appreciations. If we are to have international co-operation, we must get rid of the hate slogans and songs back of each flag. Only thus can we train fundamentally for constructive international co-operation throughout our teaching. While we should emphasize strongly our national aims and purposes and the necessity of one hundred per cent American loyalty to those aims and purposes, we should never lose sight of the fact that these purposes will be more effectually achieved to the extent that the whole world is engaged in progress and achievement. While our own people should be strongly knit together that they may work successfully, and while the western civilization should unite strongly to extend its progress and achievements throughout the world, plans and organizations should be made primarily for the setting up of opposition to other conditions. Rather than an attitude of opposition, it should be one of promoting development and progress to the end that the whole world may be enabled to work upon a higher level.

An objective of particular importance to be striven for in training for citizenship in America is a due respect for law on the part of our people. Our children should be brought intelectually and emotionally to appreciate that it is only through a proper observance of the law that property, liberty and life are secure. Without it we have chaos and anarchy, which hinder all types of progress. The child should go out of the public schools with the fundamental conviction that to refuse observance to a law, or to try to thwart the enforcement of a law, or to enforce a law mechanically or half-heartedly, or to wink at its violation, is to be an enemy to the government and is logically to will its destruction. Our safety and happiness rest in observance of the law by every man, woman and child. No one can undermine respect for the law without thereby being an enemy to law and orderly government. Our training should emphasize that this is not only true in city, county, state and national affairs, but it is likewise true internationally.

The thing needful that the schools may carry their responsibility is a clear outlook upon the world situation and an understanding of what it means in terms of education. All of those engaged in and responsible for the educative processes, teachers, principals and administrators, must realize that the first thing needful is large vision and broad outlook. These are both necessary for guidance and for inspiration in the responsibility resting upon the schools.

While we must have a legal basis for the work we try to do, we must continually realize that we must be leaders because we are fundamentally right. We must do the work we can do and should do not merely because the law gives us authority, but we must lead through the convincing, inspiring power of being morally and spiritually right in our undertaking.

THE PRIVATE SECRETARY

By J. H. Janson

President, Standard Secretarial School, Berkeley, California

In this the last installment of our articles on the Private Secretary, we shall deal with the training of the secretary. In the July issue of the Western Journal of Education the meaning of the term "Private Secretary" was set forth. In the August issue, the four leading mental and moral qualities of an efficient secretary were discussed, and it now appears fitting to point out the way to become a private secretary.

The position of private secretary should appeal to the ambitious young man, or young woman, because it opens the door of opportunity to the executive position—to be the owner of tomorrow. Would you like to be situated in such a way that you could virtually choose your employer and through him take your first step toward the top of the business or profession you would select as your life work? If so, decide to train for a secretarial position.

Enter some good school which offers secretarial training, a school which makes future executives. Here you will be trained for the secretaryship. Your preference for the line of activity you desire to engage in should be made known at the beginning and your course shaped accordingly.

The course may be divided into two great parts—(1) theory, (2) experience.

First,—the theory, or technical training in shorthand, typewriting, business English, business letters, spelling, the meaning and use of words and technical terms. You will be taught bookkeeping, quick figuring, business law, rapid business writing, and you will become familiar with the latest office appliances and all up-to-date filing and indexing methods.

Second,—the practice—real practice in doing office work, in contradistinction to the work that is done as a result of class exercises made up by the teacher or taken from a textbook, to enable the student to apply what she has been told. She will become the secretary to the principal of the school and will be given actual experience in secretarial routine. She will take the dictation of the principal and prepare the letters for mailing, and at the same time file copies of them in files that are along modern lines and in keeping with the times. The secretary will keep a card record of the correspondence, their follow-up letters, inquiries and calls, and an office tickler of matters to be attended to by her executive, in the order of sequence most efficacious. The secretary is trained to anticipate the desires of her chief, and to use the initiative and authority to act upon them.

Actual experience in receiving callers in an office, the handling of situations arising therefrom, and the proper use of the telephone are among the things in which the future secretary is drilled by actual practice. The secretary in training is asked to use the five original senses given to her—the application of common sense to every situation that arises. Above all she learns that the position is a fiduciary one, because the executive entrusts all that can be entrusted to another, even at times his most intimate affairs—his secrets, too, and this confidential relation of the executive and secretary is made a most important feature in training for secretaryships.

Let me say to the ambitious young man or young woman who has a good general education as a background, that here is a field of opportunity for self development and growth, and if you aspire to be an executive in any activity, decide upon a secretarial course in a good school where emphasis will be given to such special qualifications as are required for such activity, and you will have made the first step toward the executive position itself.

The Jonah

"Now, children," said the Sunday-school teacher, "I have told you the story of Jonah and the whale. Willie, you may tell what this story teaches."

"Yes'm," said Willie, the bright-eyed son of the pastor, "it teaches that you can't keep a good man down."—Houston Post.

A report recently issued by Dr. Claxton shows that California pays, next to the District of Columbia, the highest average teacher's salary in the United States, the highest in city schools, the highest in rural schools, and excepting Arizona and the District of Columbia, the highest average high school teachers' salaries.

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Geography Prize Essay Contest!!

The following well-known California experts on the subject of Geography have accepted the responsibility of deciding who are to be the winners of the prizes offered by Ginn and Company—publishers of the Frye-Atwood Geographies—for the best essays of not over one thousand (1000) words on *"THE IMPORTANCE OF EMPHASIZING THE SUBJECT OF GEOGRAPHY IN OUR SCHOOLS OF TO-DAY"*—

Professor R. S. Holway—Professor of Physical Geography, University of California, Berkeley.

Myrta Lisle McClellan—Acting Head of the Department of Geography, University of California — Southern Branch, Los Angeles.

Mr. Harr Wagner — Editor of The Western Journal of Education and Author of Textbooks on History and Geography.

All essays must be in the hands of the publishers—Ginn and Company, 20 Second Street, San Francisco—before December first. The name of the writer should not appear on the manuscript but in a sealed envelope accompanying the article should be given the name address, with the grade of the writer, also the name or his or her teacher of Geography.

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Prizes will be awarded before Christmas.

For further particulars, if desired, address

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PROGRESSIVE SANTA BARBARA

By Ruth Thompson

How would you like to open a history course of study and read Patrick Henry's words—"I have but one lamp to guide my feet, the lamp of experience. I know of no way of judging the future except by the past"?

Or, in the language and composition course, to read from Mahony's Standards in English, which says to teach the children "to talk or recite for a few minutes in an interesting way, using clean-cut sentences and good enunciation" and "to write an interesting paragraph of clean-cut sentences without misspelled words and with no common grammatical errors"?

Or, in the music course, to read Doctor Eliot's words—"Music is not physical training alone; it is intellectual and moral training. . . . A musical training . . . is the child's birthright, though he may at present be deprived of it; nothing will so perfectly cultivate the human spirit"?

This is what the teachers of Santa Barbara read when they are planning their lessons for the day and each individual teacher knows she has been of assistance in planning the new course of study which has just been issued by Paul E. Stewart, superintendent of the Santa Barbara city school system.

The new course of study is published in five volumes. The volumes are the courses in Arithmetic, Geography, Music, English and History.. Two years have been spent in actual planning of the course. Six months of intensive work completed the volumes.

In the actual working out of the plan during the six months, the city superintendent held meetings weekly by subjects and by grades. Each teacher in Santa Barbara was a member of some committee. Each principal headed a committee. Superintendent Stewart directed the work and was advisor in each detail as it was worked out.

Now the course is completed it can be used for a number of years to come with revisions when necessary and desirable.

According to Mr. Stewart the plan of organization of the course of study has been to arrange the course under five heads—namely: aims, outlines of subject matter, suggestions for teaching, minimum requirements, bibliography.

"Aims are stated in each grade of a subject for the purpose of keeping the goals definitely in mind," the preface of the new course reads. "At the end of each grade minimum requirements are given which indicate the minimum amount of work to be done before a pupil is to be promoted to the next grade. It is expected that in most cases a class will complete more than the minimum. In working out the outline of subject matter for each grade, an endeavor has been made not only to consider the standard content material, but to adapt it to the needs and conditions in Santa Barbara. The suggestions for teaching are intended to be helpful and suggestive, but in no way to hamper the teacher who has a wealth of original ideas.

"This course as presented here in no way assumes finality, but rather represents the best efforts of practical teachers in their attempt to set up a guide and stimulus for further growth.

"It is expected that every teacher will read the complete introduction in each subject. She is also urged to read carefully the work outlined for the work above and the grade below the one she is teaching. Each teacher is required to do thoroughly the work in her grade, and it is expected that she will not infringe upon the new work of the grade above."

Throughout the course of study, which is logical and well planned, one finds illustrations freely given as to methods of correcting and questioning the child. The course is so helpful and modern that there is no excuse for a teacher to be backward in her work.

Paul E. Stewart in his short time as superintendent of the Santa Barbara schools has placed the city on the map" educationally. His efforts have been directed along three lines. These lines are: the course of study, raise in salaries for the teachers, an extensive building plan.

The first mentioned, the course of study, he has accomplished. The second, the raising of teachers' salaries from practically the lowest to almost the highest salaries paid, he has accomplished. The third, the building plan, he is gradually developing.

Kindergarten assistants now are paid from $1150 to $1300 a year; kindergarten directors from $1250 to $1450; elementary teachers from $1550 to $1850; high school teachers from $1800 to $2400. Teachers coming directly from California Normal schools without having had previous experience are placed at $1500 for the first year. Those having had previous experience outside of Santa Barbara are placed on schedule according to individual arrangement at time appointment.

Two new concrete elementary school buildings initiate the school building plan. These buildings will take the place of old ones that have been used for many years. At the close of this month the board of education and the city superintendent will move into a new administrative building.

A bond issue amounting to about $600,000 for a new high school and new high school site is now pending.

There are approximately about 3300 students in the Santa Barbara public schools.

Much interest is manifested in athletics by the city superintendent as well as by the high school boys. To date this season the high school football team has been successful and has won all but one game; won over Santa Barbara, Harvard Military School in Los Angeles, and another game may be scheduled by Santa Barbara for the boys of that city do not give up easily.

Homer Martin is principal of the Santa Barbara High School and Arthur S. Pope is county superintendent.

A PLEA FOR TOLERANCE IN SCHOOL MATTERS

The San Francisco Journal in an editorial Friday, November 4, makes the following comment, which should be placed before the electorate in every school election in the country:

"The Public School Defense Association was ill-advised when it neglected the opportunity to endorse Mr. Dohrmann for a place on the school board. The reason given is not sound within itself. It would be absurd to claim that having children in attendance at the public schools is a qualification indispensable to membership in the Board of Education. That is too trivial to be discussed. Only incompetence, unfitness or hostility to the public school system are valid objections. Needless to say, this gentleman does not lack any of the qualifications for good service. Sending children to private schools is no offense. That is a purely personal matter into which no inquiry need be made. In this country, people are supposed to have a right to manage their own affairs.

The greatest danger to the public schools is to be feared from personal and private exploitation, and from a destruction of their independence and integrity. No person should have a place on the board who would be open to the suspicion of unworthy motives. Church, creed, race prejudice and politics should be kept out of administration, courses of study and choice of teachers. No pronounced sectarian influence should be allowed to control. That does not mean that adherence to a sect is an offense to good citizenship. All must pursue a policy of toleration, as well as independence, toward every sect, including their own. Until citizens can be persuaded to look with calm and dispassionate judgment upon public questions, the service will lose the kind of support it ought to have.

It used to be said that the hedges about the selection of jurymen were of such a varied nature that the ideal veniremen could only be found in a home for the feeble-minded. Take warning lest this foolish and suicidal policy gain admission into school administration. Education is no longer a thing to be poured into a mould. It makes its own mould as it goes along. The schools should furnish the facts and let the reasoning upon the facts flow from the clash of many opinions. No hypothesis in science, philosophy or religion is worth anything at all, unless it is strong enough within itself to withstand all the assaults of criticism that can be brought against it.

AN OPEN LETTER TO CITY SUPERINTENDENTS

Mr. City Superintendent,
Every City in the United States.
Dear Mr. Superintendent:

You have told us so often that geography is the poorest taught and the least worthwhile subject in the whole curriculum and you have asked so many times, "What is the matter with geography?" that we are sure you will be greatly interested to know at least one thing that is the matter with geography.

The answers to a questionnaire received from 75 normal schools distributed through 32 States gives us the geographic preparation of 5497 of their recent graduates. A table giving the summary of these answers is included herewith. It shows that 15.7 per cent of the normal school graduates get no geography in the normal school, 39.4 per cent get only a single twelve weeks' course, 24.9 per cent but eighteen weeks, and only 17.7 per cent as much as twenty-four weeks. Only 12 per cent get as much as a whole year of geography in the normal school.

When you stop to consider that fully one-half of these graduates have had no geography in the high schools, it is easy to see one thing that is the matter with geography in the schools.

Suppose for a minute, Mr. Superintendent, that those same teachers had had no more English, history of mathematics in the high school than they have had geography.

Suppose again that 70 per cent of them had had eighteen weeks or less of each of those subjects in the normal schools. Do you not think that under these conditions there would be something more the matter with the teaching of English, history and mathematics than there is now?

But the question is, "What are you and what are we going to do about it?" If you know anything about the making of curricula for normal schools you will know that there is very little that we, teachers of geography in normal schools, can do about it, but you—there's a whole lot that you can do about it.

Suppose again, Mr. Superintendent, that the next time each of you wrote to a normal school for a teacher for a grade in which geography is taught, you should say in the letter, "This teacher will be expected to teach geography. No teacher can be expected to teach geography successfully who has not had at least a year of geography in the normal school beyond the smattering, if any at all, they have had in the high school. So do not send me a teacher who is predestined to failure in geography by the fact that she has had practically no preparation for teaching it." Do you not suppose that if every normal school president could receive twenty or thirty such letters in which you made it very clear that you are sick and tired of having your children's time wasted in their geography classes by teachers who often have had no geography since they left the grades as pupils, that it would help to improve a bad situation? We wish you would try it for a year or two and see what happens. Will you not at least make inquiries about the preparation of teachers in geography before you hire them? At least do not hold us responsible for the poor preparation of teachers in this subject until you know that we have had a fair chance at the teachers when they are going through the normal school.

For your anticipated and greatly needed co-operation and help in this matter we do most heartily thank you in advance.

Normal School Committee of the National Council of Geography Teachers: Douglas C. Ridgely, chairman, Normal, Ill.; Annie Weller, Charleston, Ill.; David Olson, Kent, Ohio; R. D. Calkins, Mt. Pleasant, Mich.

The high school building at Santa Rosa, E. H. Barker, principal, burned down recently. A new and better building will be erected in its place.

San Mateo county, under the progressive leadership of such men as Superintendent Roy Cloud, Geo. W. Hall, W. L. Glasscock, W. J. Savage, A. E. Monteith, Lewis Adams, H. P. Ruggles, is making rapid advancement in equipment, course of study and actual educational work. The bonds of $300,000 of the Sequoia high school have been sold at a premium of $16,000. The new bond issue for San Mateo carried by a large majority, and new school buildings at San Mateo, Burlingame, etc., stand for progress.

H. S. McGAVERN, M. D.
Eye, Ear, Nose and Throat
291 Geary St. San Francisco

In the best books great men talk to us, give us their most precious thoughts, and pour their souls into ours.—William Ellery Channing.

THE VALUE OF BOOKS

"Good workmen are always modest about their work." A woman once said gushingly to Mark Twain:

"I guess being such a grand writer as you are, you're awfully fond of books, aren't you?"

"Well, that depends," drawled the humorist. "If a book has a leather cover it has magnificent value as a razor strop. A brief, concise work, such as the French write, is very useful to put under the short leg of a wabbly table. Large, old-fashioned books with clasps can't be beat as missiles to hurl at dogs and cats. A large book, like a geography, is nearly as good as a piece of tin to nail over a broken window pane."

Since the installation of the first kindergarten in the United States, no concern has been active in the promotion of the kindergarten idea and the manufacture of kindergarten materials than Milton Bradley Company. Many of the devices and supplies which made the growth of the kindergarten possible were originated in the Bradley shops, and the variety of materials listed in the present Bradley line provides everything necessary for the complete equipment of the smallest or largest kindergarten. It is the only complete "source of supply."

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—it makes possible a refreshing change of occupation during vacations.

—a broadening and enriching vision is developed of the whole intricate pattern of the world's business.

—a business training is the door which leads to opportunity and to work that is individual and intensely interesting.

At Heald's you can begin at any time, in either day or evening classes, and suit your progress to the time which you are able to give. We will be very glad to talk with you about the opportunities there are in business for you.

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THE KIND OF SUPERVISION THAT PAYS

Superintendent Lawrence Chenoweth has issued the following unusual and excellent Circular of Information No. 2:

Dear Teachers, Principals and Superintendents:

The first quarter has now drawn to a close and we are able to determine, in a measure, the success of the work we have been trying to do. Our big school family has grown so that there are now about 550 teachers with upwards of 15,000 school children—and the schools are still growing!

Teachers new to the county should now be acclimated and we should all approach the second quarter's work with confidence, and with the determination that it will be an improvement over that done during the first quarter.

Saturday conferences at the office of the county superintendent are to be encouraged and the professional library in this office has been materially increased and is at the service of the teachers. Our records show that some teachers are not availing themselves of its abundant store of material.

Quarterly Examination

The County Board of Education, recognizing that several new textbooks are being initiated this year, made the first set of questions as easy as possible and a number of teachers have expressed themselves as to the fairness and excellence of the examination.

Quarterly cards should be issued to pupils at once, and the white report sheet returned to this office within a week. The yellow sheet and examination papers should be filed in the school. Do not fail to note foreign children and absentees, thus aiding the child welfare work.

Pupils are not to be dismissed early during quarterly examination week, and those teachers who did so will please refrain from so doing during subsequent examinations.

Armistice Day

Armistice Day (November 11) is a legal holiday and all schools shall remain closed. Please join in celebration of this day in your locality, if possible, and on the preceding day talk to your pupils in honor of the heroes who fought for freedom, liberty and democracy. Invite an American Legion man to be present and assist in the work.

Fire Prevention Day

Fire Prevention Day, November 18th, is to be observed in every school in the county. School must not be closed. A program for the day may be arranged. A fire drill in every school; papers and talks on fire prevention by pupils and invited guests (do not overlook firemen or forest rangers), clean-up of grounds, storerooms, burying or burning inflammable rubbish. Report on Fire Prevention Day should be forwarded on the evening of November 18th.

Second Quarter

The second quarter is badly broken into by holidays, and each teacher should plan her work carefully if she hopes to successfully carry out the amount of work indicated by the course of study.

Registers and Daily Programs

Many teachers have not yet entered the daily program in their registers, filled in the data concerning enrollment, state textbooks and the monthly report of attendance. This should be attended to without further delay. In the event of illness or change of teachers the lack of information is detrimental to the best interests of the schools.

Supplementary Readers

A glance at the list on file in the County Free Library shows that many schools have not ordered supplementary readers and books required by the course of study. The shelves of the County Free Library are loaded with this material and Mrs. Babcock, the librarian, informs me that she is anxious to get into the schools and into service. She awaits your requests.

By the way, is your library in order? Are the books stamped and properly shelved? Have you taken out of use the old state texts, and those frayed by use and stained with ink?

The Flag

Let me remind you again that the flag should fly over your school every day it is in session, and a small flag should be displayed in each classroom. Failure in equipment should be reported at once to the clerk of the school board, and if not attended to within a reasonable time this office should be notified for action required under a new section of the law.

Attendance

Average daily attendance is the life-blood of your district, and violations of the compulsory attendance law should be reported promptly. Do not fail to issue transfer cards, no matter to what part of the state the pupil removes, and demand transfer cards when pupils enter. This system is becoming state-wide and fails if reports are not made promptly.

School Gardens

Look ahead for school and flower gardens. We will be able to supply 1200 packages of seed free through the courtesy of Congressman H. E. Barbour. Orders will be received next spring.

Conclusion

Through the closer supervision of the schools made possible by the visiting teachers, we shall be able to better judge this year what schools will be entitled to accreditation, and which it will be necessary to remove from the accredited list. I know that the high standard of education in our schools will be maintained by the real teachers in our schools, and sincerely hope that it may not be necessary to remove a single school from the honor roll.

My hearty thanks to those teachers who have made welcome the helping teachers during their first round of service. The plan is working out splendidly. We can already see the improvement in many schools, and it has been a source of satisfaction to me to list only five schools where the teacher in charge has not risen to the opportunity offered by these helpers. Noble response has come from 120 schools.

Please write to me freely and fully of your problems, of your failures and your

A Problem and Its Solution

A problem confronting teachers is the wise investment of savings in conservative investment securities, carrying interest yields which are as high as are consistent with safety.

The solution of that problem is to place confidence in and accept the recommendations of well established and conservative Investment Banking houses, the members of which are qualified, by long experience, to offer careful advice.

The William R. Staats Company (established 1887) is the oldest Investment Banking house originally established in California and has for thirty-four years operated along ultra conservative lines, transacting business with many banks and individuals.

Small and large investors receive the same consideration and are offered the opportunity to place funds in carefully selected First Mortgage Bonds, in denominations of $100, $500 and $1000, carrying interest yields of from 7% to 7½%.

Securities may be purchased by time payments that meet with the convenience of investors, which means that funds may earn attractive interest as accumulated.

Upon request full information will be furnished without obligation. A considerable number of teachers are now, with our assistance, investing their savings.

WILLIAM R. STAATS COMPANY

(Established 1887)

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MUNICIPAL AND CORPORATION BONDS

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San Francisco, California

LOS ANGELES, CALIF. PASADENA, CALIF.

successes. Perhaps we can offer some aid or suggestion which will be of help.

Awaiting the pleasure of meeting you at institute, and thanking you for your cheerful and unstinted co-operation, I am,

Cordially yours,
LAWRENCE E. CHENOWETH.

REAL ESTATE BONDS

By E. R. Elliott,
William R. Staats Company, San Francisco

In examining the statements of the leading savings banks of California, it will be found that from 55 to 60 per cent of their entire assets is loaned on real estate. This fact appears to demonstrate conclusively that the consensus of opinion and experience gives the investment in real estate loans precedence over every other form of investment.

Before real estate bonds are purchased by long established and conservative investment houses a thorough examination is made from every angle, including location, climate, soil conditions, and agricultural history of the particular section of the country in which the mortgage originates. Expert investigation is made to ascertain if indisputable title is lodged in the signor of the mortgage as disclosed by the abstract of title duly certified by competent attorneys. All of these are fundamentally important considerations.

Sound real estate bonds should fulfill the following requirements:

(1) Bonds should be secured by an absolute first mortgage not to exceed 60 per cent of the present worth of the land. The basis of appraisement is the wholesale value of the property under forced sale (earning capacity is criterion of value).

(2) The property held as security should have an earning capacity sufficient to meet bond interest and sinking fund, or such payments should be assured by guarantee from reliable sources. Earnings may be derived from leases, operation and interest paid by purchasers of land on deferred payment contracts.

(3) The release values of any portion of the land sold in subdivision should be largely in excess of the debt per acre or lot, so the margin of security will increase as bonds are paid off.

(4) The debt should be of the character of a banking loan and in no manner partake of the furnishing of capital for speculating purposes.

(5) The loan should be sufficient to fully finance the project along lines laid out by one or more competent engineers.

(6) A sufficient amount of the money received from interest and collections on deferred payment contracts or from earnings should be turned over to the trustee to maintain the strength of the security.

(7) Bonds should not be construction bonds except in so far as they may provide for completion of work already well under way.

(8) Every step in the proceedings connected with titles and issuance of the bonds should be supervised and approved by attorneys of recognized standing.

The real estate bond is a non-fluctuating investment. During the depressed period prior to the war and extending over the first year of confusion in financial affairs previous to the readjustment, bonds of this type were among the few securities which were stable. The character of the sinking funds is such that they operate steadily and automatically and create sufficient demand to make the securities liquid. The fact that the issues are small makes them easily controlled, as not many holders are to be dealt with.

Purchase of real estate bonds is preferable to the direct loan because—

(a) The investment house employs the most expert appraisers for the property.

(b) Submits the title and all proceedings to the best lawyers available.

(c) Provides checks in the trust deeds that safeguard the lender and obtains the best results from the earnings and purchase money paid to the owners.

(d) Keeps a constant supervision over expense.

(e) Furnishes the bondholder with reports to date of the operations.

(f) The bonds have a liquid character which a mortgage does not possess.

(g) And, finally, because the collection of interest is replaced by the clipping of coupons.

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Put up in *Glass Jars* with *Screw Top---No Rust---No Dirt*

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GALLONS, IN TINS	2.50

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20 Second St., San Francisco, California.
Send 1 quart Adhezo, .70, as advertised in Western Journal of Education.

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NOTICE OF EXAMINATION

Notice of Examination for Teachers' Positions in the San Francisco School Department.

Notice is hereby given that a teachers' competitive examination for positions in the San Francisco Elementary Schools will be held on Monday and Tuesday, December 19th and 20th, 1921. Successful candidates under contract elsewhere will not be required to accept appointment in this Department until August 7, 1922.

For further information apply to Secretary Board of Education, City Hall, San Francisco.

America's glasses

Our own country has established the newest style in glasses — "Colonial" rimless lenses. They are scientifically correct, less visible than ordinary lenses, stylish and distinctively different. They mark the passing of shell zylonite frames.

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A GREAT MEETING

The C. T. A., Southern Section, under direction of Merton E. Hill of Ontario, principal of the Chaffey Union High School, promises to be a meeting of unusual excellence. President Hill has arranged the following program for the general sessions:

Wednesday Evening, Dec. 21, 1921

A. 8:00 p. m. Annual concert — Philharmonic Orchestra.

B. 8:00 p. m. Opening session.
1. Music.
2. President's address.
3. Address, Will C. Wood.
4. Music.
5. Address, Hon. Stanley B. Wilson.

Thursday, December 22, 1921, 9:00 - 12:00 A. M.

A. 1. Music.
2. Address, Gov. Wm. D. Stephens.
2. Address, President M. L. Burton.
4. Music.
5. Dr. Charles A. Prosser.

B. 1. Music.
2. Address, President Walter A. Jessup.
3. Music.
4. Address, Dr. Charles H. Judd.
5. Address, Gov. Wm. D. Stephens.

C. 1. Music.
2. Address, Supt. Mark Keppel.
3. Music.
4. Address, Supt. Fred M. Hunter.
5. Address, Hon. John J. Tigert.

Thursday Afternoon, Dec. 22

Section meetings.

Thursday Evening, Dec. 22

Business session.

Friday Morning, Dec. 23, 9:00-12:00 A. M.

1. Music.
2. Address, Mr. A. H. Chamberlain.
3. Address, Hon. Will C. Wood.
4. Music.
5. Address, Hon. John J. Tigert.

B. 1. Music.
2. Address, Mr. Harr Wagner.
3. Address, President M. L. Burton.
4. Music.
5. Address, Supt. Fred M. Hunter.

C. 1. Music.
2. Address, Dr. C. A. Prosser.
3. Address, Miss Eleanor Colby.
4. Music.
5. Address, Dr. Chas. H. Judd.

Friday Afternoon, Dec. 24, 1:30 - 3:30

A. 1. Music.
2. Address, President Walter A. Jessup.
3. Music.
4. Address, Hon. John J. Tigert.

B. 1. Music.
2. Address, Supt. Mark Keppel.
3. Music.
4. Address, Hon. Will C. Wood.

THE PRACTICAL VALUE OF MUSIC IN THE SCHOOLS

By Ruth Thompson

That music can be correlated with the teaching of every subject taught in the schools and that it is of practical value, is the declaration of Mrs. R. E. Greenwood of Los Angeles. Mrs. Greenwood was a music supervisor of schools in the Middle West for fifteen years, but is now a representative of the educational department of the Victor Talking Machine Company.

The purpose of Mrs. Greenwood's work is to show teachers how to utilize the material in records by the Victor Company. This company specializes in educational lines with Mrs. Frances Elliot Clark as head of the department in the East.

"Music is not a separate subject, but enriches all subjects," Mrs. Greenwood stated in her lecture at the meeting of the Northern Section of the California Teachers' Association in Sacramento recently.

"For instance, if the climate of Italy is being considered it is appropriate to sing 'O Sole Mio' (song of the sunshine). If the waterways of Venice are being discussed, 'Barcarolle' is appropriate; if the talk is on topography use 'Finiculi Funicula,' which means circular. The song was written in celebration of the circular railway around Mt. Vesuvius. If folk songs are being considered, 'Santa Lucia' should be sung."

Great pains have been taken by the Victor Company to have its records authentic in every detail. The course, as compiled, includes series of records on every subject and grades from the kindergarten through the university. Every detail is considered and is apropos to the time, nationality and atmosphere of the piece. If the record is one which dates back to the time of the troubadours or the minnesingers, the harp and the lute are used, as there were no orchestras at that period.

No set number of minutes should be devoted to the teaching of music, according to Mrs. Greenwood, but as the subject being taught progresses, music should be introduced in illustration. A complete day's work can be lightened and emphasized at the same time by the introduction of music at appropriate times. It can be utilized in the teaching of geography, history, literature, mathematics (for the pulse of music is expressed even in a fraction, a part of a measure, Mrs. Greenwood says). In penmanship the rhythm is used in loosening the muscles during the exercises. In spelling words used in music are included such as "chorus," "solo," and so on.

If Spain is being studied and the word castinets is used, the teacher questions—

"What is a castinet?" A definition is given and then the Victrola is used and the word is forever placed in the child's mind by the musical clinking of the Spanish castinets.

As a cultural subject and as an aid to the imagination, this method of teaching music reigns supreme. The value of this method cannot really be determined, for it becomes a part of the every day life of the child and is reflected in the home, the play hours and the school life.

Included in the records of the music company are those which illustrate the melody of every country and people. These records include Indian, Negro, Chinese, French, German, Italian and English selections.

One of the theories emphasized by Mrs. Greenwood is the theory of repetition. "If it is through repetition and environment that a child learns, as we know he does," she says, "then think how a child's life may be enriched by the constant repetition of musical themes."

Music is particularly helpful to the child who cannot express himself. "Children can think," this lecturer says; "the things is to make them naturally express themselves in speech and in the use of their voices, fingers, hands and feet. We want to promote both physical and oral expression."

In evidence of her own naturalness, Mrs. Greenwood can imitate, with absolutely no self consciousness, the flute, cornet, violin, banjo, mandolin and other instruments. She says she can do this because she was encouraged to do so when young and grew up in a musical atmosphere.

It has been said that if a speaker wishes to touch his audience he must be so red hot that they can feel the glow. This expresses something of Mrs. Greenwood's enthusiasm in her work. She is vibrant, animated and her glow is such that one catches her enthusiasm and is forced to see the reason of what she says as well as to feel the swing and tilt of the melodies she sings and plays on her machine.

Some of the counties which have called upon Mrs. Greenwood to speak before the teachers include Siskiyou, Tehama, Shasta, Butte, Lassen, Santa Barbara, Sacramento, where fourteen counties were represented in institute. Her program is always full and she was one of the speakers at the county and city superintendents' convention in Coronado in October. Her work will also extend in other Western States. It is still comparatively new and is unique in its methods and presentation. This fact educators are discovering.

THE NEW AGE

By Mary Ellen Hollister

What Makes Woman a Factor in Today's World?

The long years of transition from the civilization of the ancient world to the civilization of modern times saw the development of our industrial system and the inevitable trend toward the equalization of classes and sexes.

The gilds of the middle ages brought the first recognition of labor as something more than slavery. From the gilds grew the modern method of working, where capital pays for the labor of men. Cities began to grow, costs to decrease, and living became an art. Men were making servants of business, of production, and of power.

Hand in hand with this development has marched the growth in woman's accomplishment. In the ancient days she was a slave in the luxury of her home. In the middle centuries she had power and skill in the domestic circle and not outside. In the twentieth century she has found her opportunity for development and for work that is filled with interest.

Women have been prone to regard business as spectators, even those who are a part of its organization. The war and adjustment period after the war taught us that we are not disinterested, that business plays a vital part in the life of everyone. It taught us also that there is an opportunity for everyone to serve in the capacity for which he or she is best fitted. Within the last five or six years women have entered fields that were unknown to them before; they have risen to positions of significance; they have become an industrial factor.

It has been a long struggle against hereditary influences, against physical handicaps, and against opposition to bring about the open and unhampered accomplishment of our own time. What qualities have women retained or developed that have made their achievement possible? What traits make them invaluable in the world of modern business?

One of the finest of the inherent qualities in women, an intelligent and sympathetic approach to questions of human relationship, has made her of intestimable value to the business world. It has given her such positions as employment manager, as office executive, as consultant, as factory wellfare worker, as industrial teacher.

Her preceptions are not dimmed by experience. She judges men and women quickly and accurately and with a judgment that is tempered with sympathy. Such talent is of tangible business value.

A delight in order and system, the old housekeeping instinct, a genius for detail, and the ability to keep a fresh viewpoint on a familiar issue—these are among the qualities that have given women their place in the economic world.

Not all women, not even the majority of women of today, have such power. There are women in factories and offices who are doing uncongenial work and are underpaid. There are women in hampered positions who are looking for opportunities. There are women whose experience holds nothing to give them vision of the great economic forces at work in the world. They are the women without training and without the ability to act upon initiative and with surety. They are the women who must be freed.

But for women who have the power of free and independent thinking and who have been trained in discipline of judgment, in decision, and in technical skill, there is a field in business that is without boundaries. There is an opportunity for every talent, every desire, and every energy to be developed into service.

MILLIONS OF CHILDREN WITH DEFECTIVE EYES

By A. R. Fennimore

Vice-President California Optical Company, San Francisco, California.

There are about 22,000,000 school children in the United States, and of these, according to Dr. Thomas D. Wood of the University of Columbia, 16,000,000 have defective eyes. Thus an alarming number of children have their efficiency either actually or potentially reduced. Recognizing this, Dr. Wood made a strong plea for a national correction and prevention campaign in a meeting before the Committee for the Prevention of Blindness.

It is a known fact that defective eyesight causes headache, reduces the power to study and in some cases causes convulsions. If defective eyesight is allowed to go uncorrected it is a serious drag upon the ability of these children to do their school work properly and in later years the error becomes more pronounced.

The vast majority of eye defects can be corrected by wearing proper glasses and in addition to this Dr. Wood urges the proper management of lighting in school rooms, seating and care in typing of textbooks.

In New York public schools this very important phase of the health of the child is having systematic attention for the authorities realize that many a child who is thought backward or dull is in reality suffering from defective eyesight which when corrected with proper glasses shows almost an immediate improvement in the child's mental development.

This most serious matter should have the immediate attention of all school boards, not only in California but in the entire United States, and it should be a matter of vital interest to every reader of this article to see that something definite and practical to improve this condition is done in your community. It is a situation that only grows worse by postponement and demands prompt, intelligent and constructive measures and constant vigilance.

Granting that it costs the State approximately $35.00 per year to teach each pupil (this estimate is probably too low) and a child is compelled to attend school between the ages of six and fourteen years inclusive, eight years in all, under normal conditions a pupil fourteen years old reaches the eighth grade at a cost of $280.00 to the State. If the child has defective vision and only reaches the fourth grade on account of this condition, it has cost the State $280.000, but with only $140.00 worth of result—a direct loss to the State of $140.00, but the loss to the child and the community is still greater. If he is put to work at the age of fourteen, which many thousands are, he is poorly equipped for the struggle for existence; his earning power is curtailed for lack of education, so that he contributes but little toward his own support, his family or the State. Here again the State and society loses, all for the want of suitable glasses for this child.

Without exception, all children entering school, whether public or private, should have their eyes carefully examined and this should be continued yearly or semi-yearly so that if any eye defects develop during their school years they will be given prompt attention and thus prevent retardation and relieve the congested condition that usually exists in the lower grades, by more frequent promotion of the visual defectives. Dr. Lewis C. Wessels of Pennsylvania has compiled authentic diagoses of 9192 tests of school children's eyes which is submitted below:

Normal	190	
Hyperopia (far sight)	2787	
Hyperopic astigmatism	91	
Comp'd hyperopic astigmatism	3444	
Total hyperopic conditions	6322	70.2%
Myopia (near sight)	310	
Myopic astigmatism	27	
Comp'd myopic astigmatism	604	
Total myopic conditions	941	10.5%
Mixed astigmatism	788	8.8%
Anisometropia	948	10.5%
Aphakia	3	
Total	9192	

Dr. Wessels states that 80 per cent or 90 per cent of these children start to improve when they procure glasses; therefore the economic advantages of the proper care of school children's eyes are obvious.

What will you do to promote this work in your community and to have it brought before the proper State authorities? It is our embryo citizens that need your immediate help—the responsibility rests upon your shoulders largely and greatly upon the State.

Who Says "Bank Stock"

is the stationery for all school use?

"I" says the child, who enjoys the sight of his work on the smooth pages of Bank Stock.

"I" says the teacher, grateful for every spur to her pupils' pride and aware of the protection to their eyes and her own in the use of neutral tinted Bank Stock.

"I" says the mother and the father, who rival their pride in the child's progress with their care for his physical well-being.

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TEACHERS FOR GOVERNING BODIES

The teachers and people of San Francisco believe that Boards of Education should have an active teacher on the governing body. Miss Alice Rose Power, who is one of the 2000 active teachers in San Francisco and who has earned promotion by her progressive leadership and keen insight into both sides of educational problems, was appointed by Mayor Rolph and was confirmed by a majority of over 30,000 votes. When asked what her policies would be on the ned board her reply always was: "I will work for all the children of all the people of San Francisco."

A correspondent in the Mission Enterprise writes a vigorous article on Miss Power's election. Among other things the correspondent says:

"Miss Power's position during the campaign was dignified, sincere and logically correct. She refused to consider the con-

test as a personal one, saying that a greater issue than a personal triumph, even though it be her own personal vindication involved. Alice Rose Power knew, as we who so firmly stood by her knew, that the real issue was the status of the teacher in the coming years; whether the teacher was to become merely the hireling, with no voice or vote in the conditions under which she was to labor, or whether the teacher should be an honored member of councils and commissions with recognized right to speak and to vote on all questions connected with the schools.

"When No. 37 was framed and placed before the voters for adoption, its advocates told us that in its new form, 37 had recognized the teacher as with full right to be heard in educational matters, even to sit upon the new Board of Education.

"Well, evidently the voters thought so, too, for of the four women candidates, and but one a teacher, that teacher's name led all the rest.

"Alice Rose Power, the most beloved teacher ever in a public position in San Francisco, the one special target for attacks, was grandly endorsed by the voters of San Francisco.

"At last we teachers can speak. We can express our thanks to the voters of San Francisco for the splendid tribute they gave our Alice, and we can shake hands with ourselves that with brave hearts we never lost faith in the justice of our cause, nor for one instant failed in loyalty to our leader."

THE EDUCATIONAL VALUE OF A PERFECT SHOE

A shoe is a covering for the foot. Some people make the mistake of looking upon it as a crutch. Others even seem to think a shoe is a personality with responsibilities of its own. You hear people say:

"I have spent hundreds of dollars on shoes and none of them have done any good."

It isn't the business of a shoe to do good to the foot. The foot must do its own work and carry the shoe along, too. The shoe on its part must not interfere with the foot's business of supporting the body in the correct posture.

A shoe, to qualify, must have a low, square heel. The high heel throws the weight forward onto the ball of the foot and is likely to break down the transverse arch. Women have more trouble with that than men, because men wear low heels. During the war many women came down to low heels, following the army fashion. No one wishes the war had lasted longer, but if it had we might have lost the pointed toes also.

The shoe must also have a straight inner line, so that when the shoe lies on a table it is straight, and when the two shoes come together they touch on the inner border as the great toes touch. The normal position of the feet is when the great toes lie flat and touch each other. The usual adult foot does do this, because it has been so long cramped by its shoe.

The flexible shank is very important. Children start out with good, useful feet. When they walk barefoot they use their muscles. But just as soon as they get into shoes the stiff shank takes the responsibility of the muscles which grow weak.

Children are taught to toe out. It is curious that we should do this, for just as soon as a man has trouble with his feet he is taught to toe forward. Much misery would be saved if children were allowed from the beginning to toe forward. That is the correct position for standing or walking.

"Ground Gripper" walking shoes are the original muscle developing shoes and have met all of the above requirements.

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WESTERN SCHOOL NOTES

Hon. Will C. Wood has returned from a speaking tour in the Middle West and as far east as Cincinnati, Ohio.

The State Department of Education has announced the discontinuance of the Blue Bulletin. This publication was started by Edward Hyatt soon after the withdrawal of the subsidy to the official Journal of Education. It has been conducted in a dignified and capable manner, worthy of the office and cause it represented. However, it was a heavy expense, in time and money, which the present efficient administration can use to better advantage, and this Journal and the Sierra Educational News will always find available space for official communications and reports of policies, etc., of the Educational Department, and we are, from a financial viewpoint, pleased at the Blue Bulletin's discontinuance.

E. J. Lickly of the Los Angeles Department of Education has been made a deputy superintendent of schools by Superintendent Susan Dorsey. Mr. Lickly is a man of fine educational qualifications and who has kept in close touch with progressive movements in education, and is a student of administrative problems.

BOOK NOTES

The Clarendon Press, Oxford, has issued an artistic volume entitled "A Book of Verse from Langland to Kipling," being a supplement to the Golden Treasury compiled by J. C. Smith. The preface is an interesting discussion of poetry and the selections are of unusual value. Oxford University Press, American Branch, 35 West street, New York.

"Youth and the New World" are essays from the Atlantic Monthly, edited by Prof. Phillip Boas, head of the English department, Springfield, Mass., high school.

Among the many interesting subjects treated are "The Other Side," by Margaret Sherwood; "Education, the Mastery of the Arts of Life," by Arthur E. Morgan; "The Suburb De Luxe," by Erward Yeomans; "On the Fence," by Frances Parkinson Keyes, etc., etc. The book contains 320 pages, and is well bound and printed. It is a book that will find many readers among the scholarly if placed on the library shelf.

"Self Help English Lessons for Primary and Upper Grades," by Julia H. Wohlfarth and John J. Mahoney. The World Book Company, Yonkers, N. Y., publishers.

This is perhaps the most important contribution to the teaching of English made during the past twenty years. The method is thought producing. It is sane, it is progressive, it is scientific. The series consist of three textbooks and a teacher's manual. Every progressive teacher of English should have a set of these books. Write to the World Book Company, Yonkers, and secure a set for examination.

"Housewifery," by L. Ray Balderston, A. M., is the latest book in Lippincott series of Home Manuals. This book has 450 pages and treats of practical things in the home, like plumbing, heating and lighting, supplies, storage, cleaning and care of rooms, renovations, household pests, etc. It is an up-to-date book and its contents should be familiar to every graduate of our high school, whether boy or girl.

"Figure Construction," by Alon Bement, by the Gregg Publishing Company, is a brief treatise on drawing the human figure. It is for art students, costume designers and teachers. The author in this valuable book has presented a simplified method for drawing of figures and has advanced ideas that he has worked out successfully. The English used in the directions in each lesson is remarkable for its simplicity and directness, and the reproduction of the figures are so excellent that to one who is not an artist it even makes a strong appeal as a textbook. Here is a book that for a class room text or for an artist studio has both an educational and literary value. Price

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The Harr Wagner Publishing Company will issue in December the Autobiography of A Tame Coyote by Madge Morris Wagner. This will be an attractive booklet, and the story is a Western classic, in which the coyote gets at least poetic justice. Illustrations by James A. Holden.

"Wawona" in Indian, story of the Northwest, is a true story as gathered from the Indians by Ella Sterling Mighels. This is a patriotic, human story that will appeal to children. It is full of dramatic incidents and written in the charming story form in which Mrs. Mighels excels.

Superintendent Robert L. Bird of San Luis Obispo county has a serious foreign problem to deal with in his schools. He has Swiss, Spanish and Portuguese in his county and in many districts the trustees are also foreign. He is visiting schools over his large and mountainous territory while the weather is fair.

Miss Flo A. Gantz, county librarian of San Luis Obispo county, has a new assistant from the East, Miss Kent. The county and city library in San Luis Obispo county often work in conjunction in their efforts to give service. They feature California material and have a good supply on hand.

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THE BOY WHO WANTS TO QUIT SCHOOL

What are you going to say to him—that boy who wants to turn quitter when his job of getting an education is only half done?

You may find just the convincing argument you need in an article entitled "Mark Tidd Says Something" in the September number of The American Boy. Mark Tidd, that fat, stuttering, keen-witted leader among boys who has won the friendship of every boy who ever read Clarence B. Kelland's many stories about him, has a number of arresting arguments that he hurls at the fellows in his crowd who want to quit school. Here are some of them:

"Studyin' don't make you smart," said Binney.

"No," returned Mark, "but bein' smart makes you study."

"Huh . . . ." grounted Plunk.

"You looky here, if you happened to find an aeroplane in your yard, what would you do? Could you hop in and start her and go for a fly?"

"Just like smartness. You find smartness in your head, but you can't make it work any more than you can the aeroplane, till you learn how. You own the smartness, just like you own the aeroplane, but neither's any good till you've learned how to work 'em. That's what schools are for. . . . Schools don't just teach you multiplication tables and what's the capital of Idaho. They're just kind of exercises to work up your smartness so it'll run smooth. Suppose you want to learn to be a fast runner. Well. You have to learn how to get ready to start, and how to start, and how to throw up your knees, and how to make your stride. . . . You don't learn all those different parts of running just for the sake of learning them—you learn them so you can run. That's the way with school, you don't learn all the different studies just to fill up your mind with stuff that maybe you don't care whether you know or not, but they're the exercises to make your smartness run,

and the more exercises you take the faster it'll go.

. . . . "Tell you how I look at school. It's this way. A man can git along without it and live. So can a man git to Chicago by walkin'. But it's easier and a lot pleasanter to take a train. You kin git to Chicago in a night by train, and it would take you a couple of weeks and a pair of shoes to walk there, and you'd be darn tired and disgusted before you arrived. Going to school is a train that get's you to success in life the quickest and most comfortable way. You buy your ticket with study, and the first thing you know, you're there. . . . But if you haven't got any sense you say it's cheaper to walk, so you walk. You can get there, but it takes ten times as long, and it's dog-gone disagreeable."

WESTERN SCHOOL NEWS

The North Coast Section of the California Teachers' Association, comprising Humboldt, Mendocino, Del Norte and Trinity counties, was held October 10, 11, 12, 13, 1921, at Eureka. Superintendent H. B. Wilson of Berkeley, Sam Cohn, Arthur Chamberlain, Mrs. Helen Keller, and Glenn H. Woods were the lecturers. John H. Beers of Macmillan Company gave a number of select readings to an appreciative and delighted audience.

The C. T. A., Northern Section, met at Sacramento the week of October 21. There was a large attendance. The various counties in the district sent full delegations. Sacramento city, under the leadership of Superintendent C. C. Hughes, made everybody welcome, and the meeting was a great success.

Will C. Wood, superintendent of public instruction, is the principal speaker in the Arizona State Teachers' Association during Thanksgiving week.

Ex-Superintendent Reynolds of Ventura county is now in Nicaragua conducting a large plantation. The school men miss him from California. He was an educator with a vision and promoted some excellent laws, especially the local institute law.

Superintendent Alfred Roncovieri and the Board of Education are behind a special program on nutrition class methods, and an Americanization program under the direction of Mrs. Anne Godfrey.

Lawrence E. Chenoweth was one of the speakers at the local institutes in Los Angeles county, held at various places during the past month.

President Harding, in his address at the conference for disarmament, coined the following great phrase: **We want less of armament and none of war.**

TRUSTEES OF SAN DIEGO COUNTY MEET

The annual meeting of the Trustees of San Diego County Schools was held at the State Teachers' College October 26th, having been called by the county superintendent of schools. It is the first time that the institute has been held in the beginning of the school year, as it is has hitherto been convened in the spring. The thought in having the convention in the autumn was that by conference the work outlined for the school year could be amplified and the carrying out of the program entered into by all concerned.

The program, which follows, shows that the main subject of discussion was Rural School Improvement. All the speakers gave some phase of intensive improvement or extension of service. The various organizations in the district were represented—the farm bureaus, the County Fair Association, parent-teacher associations.

Dr. Hardy, president of the State Teachers' College, and Mr. Nida, appointment secretary of the college, represented that institution. Dr. Herbert R. Stolz, State Supervisor of Physical Education, brought a stirring message of the value of athletics and games in ethical training, a viewpoint not often indicated to the public. The county officers were represented by Miss Eleanor Hitt, county librarian, and Mr. Herbert Sallee, county probation officer.

Plans for an educational exhibit at the county fair were set forth by Assistant Superintendent John Gray Imel following an address by L. R. Alderman, formerly State superintendent of Oregon, now in charge of the educational department of the Naval Base at San Diego. Mr. Alderman enlivened his remarks with both wit and drollery. The audience were thoroughly appreciative. Everyone felt that the meeting had been very much worth-while.

The Society for Visual Education has issued a special news letter on teaching good citizenship, patriotism, etc., by the right sort of films. Mr. A. T. Howell of the Edward H. Kemp Agency reports a great interest in the Acme Portable Picture Machines, which are by far the best in the market.

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The Los Angeles Coaching School has inaugurated a class to prepare teachers for this examination under the direction of A. A. Macurda, formerly of the So. Branch of U. of Cal. and deputy Sup't. of San Francisco Schools. This class will meet twice a week, from 5 to 6 o'clock Wednesday evening and from 9 to 11 Saturday morning, beginning Wednesday, Nov. 2.

This work may be done by correspondence.

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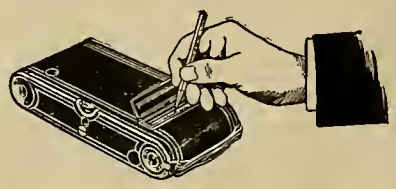

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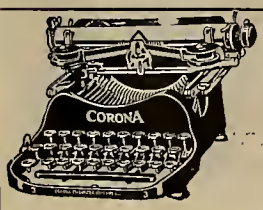

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MEETINGS

Bay Section the California Teachers' Association; Elizabeth Arlett, President, Oakland, Cal.; F. H. Boren, Secretary, Oakland, Cal.

Northern California Teachers' Association; Ella McCleary, President, Sacramento, Cal.; Mrs. Minnie O'Neil, Secretary.

Central California Teachers' Association.

Southern California Teachers' Association. Merton E. Hill, President, Ontario; Dr. E. A. Wilson, Secretary, Los Angeles.

California Council of Education. E. M. Cox, Oakland, Cal., President; A. H. Chamberlain, San Francisco, Cal., Secretary.

California Federation of School Women's Clubs; Mrs. M. R. O'Neil, Sacramento, Cal., President; Mrs. I. M. C. Smith, Sacramento, Cal., Secretary.

Central Coast Section the California Teachers' Association; Superintendent Cecil Davis, Santa Cruz, President; T. S. MacQuiddy, Watsonville, Secretary. Meeting Santa Cruz, October 3, 4, 5, 6.

California Education Officers, Sacramento, Cal.; Hon. Will C. Wood, Superintendent of Public Instruction; Dr. Margaret Schallenberger-McNaught, Commissioner Elementary Schools; Edwin R. Snyder, Commissioner Vocational Education; Albert C. Olney, Commissioner Secondary Schools.

State Board of Education, E. P. Clarke, President; Mrs. O. Shepard Barnum, Stanley B. Wilson, Mrs. Agnes Ray, George W. Stone; Elizabeth R. Phillips, Porterville.

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ITEMS OF PUBLIC INTEREST FROM PROCEEDINGS OF THE STATE BOARD OF EDUCATION, NOV. 14 - 18, 1921

The State Board of Education met in special session in Sacramento, Nov. 14, 1921.

The application of Sacramento for a junior high school district under the provisions of A. B. 709 was approved.

Superintendent Wood read a clipping from the Sacramento Bee, in which it was stated that a recent ruling of the Third District Court of Appeal held that the school authorities cannot legally compel students to take part in the folk dances against the "conscientious scuples" of their parents, and that Dr. Stolz, State Supervisor of Physical Education, stated that this will in no wise interfere with or disrupt the State School Department's program of physical education, since the court's decision is in line with the policy of the department that when objections to the folk dances have been raised by parents in the past and the matter called to his attention by teachers, he always advised that exemptions be granted and that something else be found for the children exempted from the dance to do. Dr. Stolz was also quoted as saying that in reality the folk dances are only games played with music and in many cases when parents who have been opposed to the exercises find this out, objections are removed without argument or friction.

Dr. Margaret S. McNaught, Commissioner of Elementary Schools, presented a special report covering her activities since January 1, 1914, for the reason that January 1, 1922, will bring to a close the eighth year of her services as commissioner of elementary schools; and in view of the fact that there are many changes in elementary education growing out of new conditions, Dr. McNaught outlined future plans, among the most important of these being a suggestive course of study for the elementary schools.

The consideration of geography texts and the opening of bids was the special order of business for Tuesday afternoon. Dr. McNaught read the reports of the critic readers and stated the views of the Cabinet. She also presented letters received from a number of school people expressing their views concerning certain geography texts which had been submitted.

The geography bids, after being opened, were referred to the textbook committee.

The report of the conference on the subject of retardation called by the Commissioner of Elementary Schools at the Southern Branch of the University of California recently, was referred to Dr. McNaught. The recommendations contained in the report will be taken up at the conference on retardation to be called by Dr. McNaught in the northern part of the state.

In accordance with requests from the Federal Commissioner of Education and the National Education Association, the Board instructed the executive secretary to request Governor Stephens to issue a proclamation designating December 4 to 10, 1921, as National Education Week.

Mr. Glenn H. Woods, director of music in the public schools of Oakland, met with the Board in response to their invitation, for a conference regarding the methods of promoting the subject of music in the public schools. Mr. Woods suggested that more attention should be given to the subject of music in the teacher training institutions; also, that the importance of music should be brought to the attention of the high school principals and the superintendents and that it be given a prominent place on the institute program. President Clarke suggested that Mr. Olney invite Mr. Woods to take part in the program of the high school principals' convention. The Board expressed appreciation of Mr. Woods' visit and his willingness to assist in this work.

A communication from the high school principals of Oakland relative to the requirements for graduation from high school was discussed, Superintendent Wood and the commissioners of education taking part in the discussion. The communication was referred to Superintendent Wood and Commissioners Olney and Snyder with the request that they report at the next meeting of the Board.

Doctor Stone reviewed the remarkable growth of the department since the present State Board of Education was organized and urged that wider and more effective development of music in the public schools would be a fitting capstone to place upon the attainments already accomplished under the direction of this Board; he therefore expressed himself very strongly in favor of endeavoring to work out some plan whereby the services of Mr Glenn N. Woods might be secured for a limited period for statewide work in music. This met with the approval of the other members of the Board.

The following resolution was unanimously adopted:

"Whereas, the Macmillan Company have submitted to this Board a supplemental bid on geographies; therefore, be it

"Resolved, That said supplemental bid of the Macmillan Company for the furnishing of a state textbook in advanced geography in two parts be accepted, with the understanding that the State Board of Education may exercise its option whether to print the books at the State Printing Office or purchase some wholesale at any time during the life of the contract, and with the further understanding that the Macmillan Company furnish a duplicate set of plates in case the printing is done at the State Printing Office."

The following resolution was unanimously adopted:

"Whereas, careful examination of the textbook fund reveals that after supplying advanced geographies in accordance with the bid from the Macmillan Company, this day accepted, there will not be sufficient funds for the purchase of any additional geography textbooks during the present biennial period;

"Resolved, That all bids for textbooks in geography other than the bid of the Macmillan Company for an advanced geography be and the same are hereby rejected.

"Resolved further, That we recommend to all county and city boards of education that in preference to a first book in geography, they prescribe geographical readers for the fourth, fifth and sixth grades.

"Resolved further, That we hereby direct the discontinuance of the publication of the present First Book in Geography and Advanced Geography."

Commissioner Olney asked the Board whether they were ready to take any action relative to removing the ban on the teaching of German in the public schools. A brief discussion was held, but no action was taken.

The Board approved the recommendation of Commissioner Olney that the high school principals' convention be held at Hotel Green in Pasadena, California, the week beginning April 10, 1922.

The courses of the University of Southern California for the training of commercial, home economics and art teachers were approved.

The following recommendation of the Commission of Credentials was approved by the Board:

"Any subject of academic type may be added to a special credential upon the fulfillment of the time requirement, as to such academic subject, for the general high school credential; viz., five years beyond the high school, with an allowance for experience of one-half year, or of one full year where the experience has been exceptional."

The Commission of Credentials was authorized to charge a fee of $1.00 for a duplicate credential to persons whose credential has been lost or destroyed.

Commissioner Olney reported concerning the conferences on the subject of commercial teachers which the Board authorized him to call last year—one at Berkeley and one at Los Angeles—that the Department of the Interior, Bureau of Education, Washington, D. C., had published the findings of these commercial teachers' conferences as offering the first of a constructive program in the United States on the subject of commercial training for teachers.

Commissioner Olney reported that the students who are graduates of the vocational courses, if they comply with the minimum requirements of the State Board of Education, are now being admitted by the University of California on the principal's recommendation.

Mr. J. C. Beswick, Supervisor of Trade and Industrial Instruction, was authorized to attend the meeting of the National Society for Vocational Education and the State Directors of Vocational Education, to represent the department of vocational education, at Kansas City, January 5-7, 1922. Mr. Beswick was also authorized to visit vocational education schools and classes.

Dr. E. R. Snyder, Commissioner of Vocational Education, was authorized to attend the meeting of the Department of Superintendence in Chicago, February 27 to March 2, 1922, inclusive.

The State Textbook Department was instructed to send a letter to the superintendents of schools informing them that a limited supply of music pamphlets, supplementing the State Series Music Book, to replace the songs that were eliminated from the music books during the war, is ready for distribution and that the schools will be supplied with a limited number, to be used in classes, as long as the edition lasts.

On November 18, the Board adjourned to meet in Sacramento, January 2, 1922.

Respectfully submitted.

WILL C. WOOD, Exec. Secy.

"HIGH FAITH"

In his very impressive phrase, "high faith," with all that it connotes, President Harding seems to have struck a theme in world diplomacy for which men had long been listening. The conference may fail, or fall short of the hopes we base on it. But from now on "high faith" will be the mark of best favored nations. "High faith" is something you cannot evade. It is the ultimate law, the law of gravity, in relations among peoples. Guided by "high faith" one nation says to another: "Your motives we do not impeach; we have not even any mental reservations with regard to your motives, and we shall believe that you too speak to us without mental reservations. Here is the better way; we believe that you are ready to take it with us."

Is it true that there are still many who do not understand that the transaction of business, of public business, for example, is steadily moving in the direction of high faith and the better way? Is it true that the business man, or the public servant, never has at heart the moral value of his service? That he is only safe in society when he is labeled "unclean"? Must we always be lamenting that "to err is human", instead of rejoicing that the aspirations toward integrity is also equally human?

Follow, reflect upon, the history of the adoption of textbooks for the elementary schools of California. For a great many years now one marks the persistence of a jarring note in the method of procedure, which defies justification. That discordant note is "secrecy." It seems to be a curious survival of dark ages procedure, especially when we find it applied to such an enlightened, open, public service as the selection of texts. It is a fair question as to whether analytically it stands the test of present fitness. What does it conserve? What does it safeguard? What are its implications? Does it get anywhere? Above all does it further the main function, the careful selection of texts?

It is hardly necessary to say that California believes that her children should have as good textbooks as the children of any other state enjoy, if not better. Incidentally, in her heart of hearts she wants those books as well made and durable. If her eyes are shut to the advantages of open competition, not alone of authorship, but of mechanical execution and durability as well, is it not in part at least because secrecy has kept her from knowing the truth? If she has not the best and there is a reason for it, how can she better herself under conditions of secrecy? No. That is the way of secrecy; there is no freedom in it. There is freedom only in knowing the truth and, in public affairs especially, without any one's undertaking to prescribe what part or how much of the truth shall be given out.

For something like twenty years now it has been the custom of the state authorities, whenever the adoption of a state text was pending, to appoint secret readers. Why secret? In passing upon the merits of texts there are, by custom, three interested parties: (1) the children of California represented by the State Board of Education, which finally adopts a text; (2) the readers who examine and report on the merits of the competing texts submitted; and (3) the text publishers represented by their agents. In the nature of the case the latter are eager for a hearing, persistent, anxious, unremitting in their energies. Possibly secrecy is intended to protect the readers from annoyance by agents.

But if an agent is annoying he should be told so. Ordinarily he would be quick enough to realize that he gains nothing by making a nuisance of himself. Elsewhere in the business world men do not put up with nuisances. Besides to shut the reader off from those who represent the books submitted, as shall be later shown, cuts him off from one of his very best, most desirable sources of information. Protection from annoyance is, therefore, a very untenable supposition, and one that is squarely at variance with all other sober-minded, intelligent business practices. What other state department, charged with the expenditure of state moneys, refuses to permit its experts to meet and hear the man who has goods to sell? Since the introduction of open plumbing, the world has enjoyed better health.

Setting "annoyance" aside then as grounds for permanent secrecy, is it possible that undue personal influence is the rock upon which virtue has split? The immediate implications in the words "undue personal influence" are forbidding. Is the reader's personality weak, pliable, that he may be won over in a serious decision by a smile, or by charm and affability? If so, either he hardly merits appointment to the service, or he has been given no idea of what is expected of him. In either event the fault is not his, but that of the system under which he is appointed.

But perhaps the implication is more serious; it may be based on that bad half truth, "it is human to err," and strike at the integrity, the honesty of the reader. If so, let it be noted at once that secrecy is a very poor chaperon for dishonesty Real honesty needs no chaperon. Does any one seriously think that secrecy would prevent the morally lax reader from slipping? Assuming then that the reader is morally, mentally and personally fit, what is there that an agent can do, other than argue the merits of his goods on strictly professional grounds? Nothing. It is fair, just, reasonable to suppose that he will be quite as ready to recognize that truth as anyone, will expect to be stopped by some force or other at every unprofessional point, will beware of prejudicing his case. In fact, there are readers who refuse to wear the cloak of secrecy. Without flaunting their office, they admit it if occasion suggests it. They are frankly right.

The writer's experiences as a reader go back to the days when the organization of the state educational office was not quite so complex as it is today, when the State Superintendent of Instruction and the State Board of Education did not have a coterie of experts to assist them. It is now, however, difficult to see just how either poor or suspected reports can get by the superintendent, his assistants and their advisers. Certainly in this very necessary official me-

chanism, provided by law, there is sufficient corrective before the readers' reports reach the State Board. Do they exercise the corrective function? Teachers are already widely beginning to inquire as to why all this secrecy in the selection of the texts they are to use. Under the spell of the unknown they indulge in speculative vagaries and give expression to them. For instance, it is rumored that readers' names are matters of permanent secrecy, not of public record; that state officials directly concerned do not know their names; that they are not on the public records. The writer does not credit these rumors. Let us recall that the State Superintendent of Public Instruction is ex-officio both the secretary and executive officer of the State Board of Education, as definitely expressed in the law; that, likewise expressed, the three commissioners are his assistants; that any report either he or they make to the State Board of Education is, or at least should be, a matter of public record, whether made formally or informally. Before indulging in idle rumors, therefore, the reader is referred to the public records of the State Board, open to anyone, where he will doubtless find ample proof that anything like "permanent secrecy," or a secrecy actually limiting the state officials themselves ,has never obtained. Is it not very evident that this entire .situation, this growing anomaly, is but persistent tradition to which time and usage have added a few elaborations, accretions? With the best of intentions, the State Board of Education has continued a traditional plan that never was effective in the way intended.

The idea that criticism should be constructive to be helpful is more than true; it is fair. It is no part of "high faith" merely to attempt to tear down. It will be better, in conclusion, to assume intended good faith on all sides and to offer a little constructive criticism. In so doing let us give due credit to those elements in the old, the now traditional, plan that seems to be sound.

There is something sound in the original purpose of appointing readers. The Board wishes the judgment of a number of experts; it should have it. Of course what constitutes an expert is open to interpretation. An expert reader in history or arithmetic, for example, is not necessarily a university or a teachers' college professor, though their connection with such institutions need not therefore exclude them. In the case of elementary texts, of course, the reader should be one who knows elementary school work in history or arithmetic intimately, and the best practice the country over is calling on fine teachers in actual elementary service, to act as readers of texts. The teachers of California wonder just how much expert service of this kind lies back of the selection of their texts.

There may even be something sound in keeping the names of readers unknown for a time. It is neither to their convenience nor the advantage of the agent, if readers are approached at inopportune times. Very well, let the readers, unknown, familiarize themselves for a time with the texts that are up for consideration, and then call them together to hear what the publishers' representatives have to say. Give these representatives freedom to use their time allotments as they see fit, making comparisons, discussing standards or eulogizing their goods. To omit this link is to weaken the strength of the entire chain. No brief, furthermore, can take the place of an agent's personal presentation. The very impersonality of the brief prohibits the stimulation of thought, the sharpening of issues. It is a good source for reference, but in the sharpening of issues a very poor makeshift indeed. It is but the "dummy hand" which requires a live partner to make it count for anything.

Before they pass judgment the readers must not only know the features of texts individually, but formulate standards anew, consider the practical fitness of texts for a given place, and then make their choice in the light of both. It is a well-known fact that even so-called expert readers are just as likely to be influenced by some dominant pedagogical fad of the hour, as anyone. For example, just at present there is a persistent hue and cry about the "project method." Let us suppose that a civics text is up for consideration, that some one of the texts submitted claims to be the exponent, par excellence, of the project method as applied to civics. It is more than probable that a clean majority of the "up-to-date" readers will "fall for" the "project civics," without testing in detail the validity of the claim. If they work entirely in secret, relieved from all personal stimulus whatever, there is little to make them think issues in sharp terms, or test the project feature in detail. If they have a chance to listen to the publishers' representatives they cannot escape thinking of many things, all vital, legitimate, helpful, that would not have occurred to them otherwise. Why, then, forbid the possibility?

The plan of allowing agents to appear before the State Department and Board, successively, is either a pure formality or an insincerity. Does the department check up the readers, or the readers the department, and does the Board check up both? Are readers, superintendent and assistants and Board supposed to act harmoniously and upon conviction? If so, how can they do it if the same evidence is not before all? Or is the permission given the agent to present his case to the Department of Superintendence and the Board, after all, purely formal and lacking in sincerity and hence in force? It is very hard to understand why all the evidence should not be personally before all the judges.

After agents had been given adequate opportunity to present their cases to the readers, there could be nothing objectionable in the request not to communicate with readers directly or indirectly thereafter. That request would be honored.

Secrecy seems to accomplish almost everything, in a function of this kind, that is not wanted. Secrecy begets secrecy; it limits; it arrests thought, sharp investigation, comparison, competition. It casts a moral pall over all parties concerned. It raises doubts, misgiving, queries; it propagates explanatory vagaries. The truth is not in it.

Can there, candidly, be a better field in which to test the virtues of "high faith" than the selection of textbooks for the children of a state? We believe not. We believe that the time is ripe for a new dispensation, for the open competitive methods of common business practice, for open plumbing in behalf of health, and for the casting out of that traditional culprit, secrecy, who has so long masqueraded as a chaperon. ONE-TIME READER.

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ART AND A LIVELIHOOD

To estimate the possibilities of earning a livelihood in the purely practical or commercial lines of activity, it is comparatively easy to marshal a host of facts and figures and soon arrive at a definite conclusion.

To ask the same question of the arts, especially of graphic and plastic art, and their many ramifications, seems only to lead most people into disquieting uncertainty and mystery.

Of course the public recognizes more or less the possibilities for a career in other arts such as music and architecture, but as yet is largely unconscious of immensely growing opportunities in the practice of the arts of painting, drawing, sculpture and design and their ever increasing application in many forms of craft work to our daily life. These latter are so varied as to be difficult of tabulation.

Of the qualifications to enter this field talent would come first, certainly, yet this is a doubtful quantity and hard to estimate, but is usually forecast by the second qualification, an instinctive love for the work. This inclination, if sincere, can usually be be trusted. Indeed determined application goes a long way to supply other deficiencies in art as in all other things.

Of the advantages of an art career, whatever may be the uncertainties, and many are the pitfalls that beset every path of life, this at least may be said, what reward of labor is equal to joy found in the work itself? To reap daily spiritual returns from our exertions, rather than look for some remote recompense for present sacrifices.

To understand the requirements for success in following any of these varied forms of art, it is necessary to realize that form is the vehicle of expression and therefore the first requisite is a profound study of form in drawing or modeling from nature and the human figure, with practice in painting and training in the principals of decorative design and color. From lowest to highest relativity of form is the basis of all graphic and plastic art, and its study indispensable. As the superstructure always depends on a firm foundation, this first fundamental study should always be taken in some recognized art school of high standing, or at least under an artist of undoubted qualifications to teach. Invaluable time has been lost by students through incompetent instruction, ending in sad disillusionment.

For practical application, the exchange of ideas into gold, unquestionably the quickest, large returns come to the average man or woman from the immense field of commercial art, embracing all forms of pictorial advertising, posters and the like. Next would come designing for manufactured things of all sorts, the many branches of interior decoration and the allied craft work, in all of which the central art motive is applied in an infinite variety of ways.

The field narrows, of course, as we come to higher forms of art in painting and sculpture, but here also opportunities are multiplying. All pessimists to the contrary notwithstanding, there are more paintings sold and more mural painting done now than ever before in this country.

One of the most hopeful signs is the increasingly high standard of quality demanded in all forms of artistic production. With a sure development of public taste comes greater need for the well trained artist with his knowledge of beautiful forms and colors and his creative ability.

While no doubt artists, including many working in the applied and commercial fields, may often find it hard to make "ends meet" (we have heard of that sometimes in other lines of work), nevertheless there always seems to be a place and usually an opening with a good livelihood assured for every capable and sincere artist and well-trained craftsman.

Competition is keen and the training must be correspondingly sound and comprehensive.

Finally, to those who love art and have a particular feeling for plastic form, I believe there is a great future in this country for the sculptor and his craft.

LEE H. RANDOLPH,
Director, California School of Fine Arts.

THE FRUITS OF PEDAGOGY

My Mary Ellen Hollister

Are teachers equipped for other work? An answer to the question that many teachers ask about the training for other occupations that teaching gives.

It has been the claim of many arguing against the school room as a background for women, that teaching dulls woman's acumen and makes her unfit for any other occupation.

But does it?

Let us see what the fruits of pedagogy are. First, and I think the most important, result of teaching on the individual is the power that is acquired in making decisions. Anyone who has ever seen a school room at nine o'clock on a rainy morning, with fifty children audibly concerned over rubbers, excuses, milk money, and wilting gifts of geraniums, will grant that in the little emergencies of every hour a teacher is trained to meet them bravely and expediently, at least.

In carrying the vision of the whole economic process to her work and thereby casting a glory over its drabness, a teacher is one of the few groups of women who can keep steadily the broad, fresh viewpoint. She has been used to dealing with lives, not with ledgers and numbers. She has seen in the life of a child the slow process of civilization in the race, its quickening to culture, its development in reasoning. Having had this as a part of her daily experience, she cannot but find meaning, in broader and more fundamental terms, in every occupation to which she turns her attention.

There is one other attribute that seems to belong, not alone but with unusual vividness to the woman who has had teacher training. It is a difficult attribute to name. It has been called zeal, earnestness, conscientious perception, and yet it is more than these. It is the ability to put herself, her reasoning, her personality, her attentive interest, her whole self, into the work she does. It is a natural development out of teaching. There is no hour in a school room, as every teacher knows, when her alertness may falter. In almost every other occupation, it is possible at times to withdraw within oneself. But a teacher, like an actor, a preacher, a trainer, must be present always with her class.

This is neither an extenuation of nor a reflection against teaching. It is only the attempt to admit to all women the possibilities for their highest personal service. It is an undeniable fact that in teaching, as well as in every other work, there are women who are dissatisfied, hampered, and unhappy. And these are the women who will find in some other occupations opportunities that suit their talents and their needs. There was a long period of economic slavery for women in which they were forced to accept the generosity of their men. After that came a period of industrial handicap, when the door was opened slightly and a few occupations, related to their experience as wives and mothers, were granted them. But for every woman today the door is so far ajar that she may go through and choose for herself the occupation that gives her the greatest pleasure and the largest opportunity for progress.

A woman who has had training as a teacher can bring to a new work an equipment that is a recognized asset. In the business world, and that is almost a limitless term involving the complicated machinery of our whole process of living, there are opportunities for putting into practical and pleasant use every individual talent and temperament and every experience in the background. This is particularly true of teachers who bring, on the whole, a saner, clearer viewpoint and a wiser comprehension to a new occupation than any other group of women.

Specialized knowledge is necessary in business, as well as in any other work. But it is a knowledge that may be won easily and without sacrifice. A comprehension of some of the greatest of business principles, and a working knowledge of their application, are a foundation which may be laid in spare time and upon which a woman may build a mansion large and fine enough for her ambition.

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At the end of the study of the United States, North America, and South America, have children work out the comparative Map Studies in Atwood Book II, in detail as a means of summing up and applying all the facts previously learned from text and other maps. See Pages 82, 124, 156 of Atwood Book II. Supplementary reading: Allen, N. B.—South America,, Allen, N. B.—United States, Fisher—Resources and Industries of the United States, Atwood, Allen and Robinson Practical Map Exercises in Geography and History—Western Hemisphere.

Eighth Grade. Text State Series Advanced Geography. Supplementary Text—New Geography, Book II, by Atwood, Pages 157 to 304. Europe, Africa, Asia, Australia and New Zealand, and Pacific Islands, following the same general plans for study outlined for Grade Seven and basing the study on the natural regions. Special emphasis should be placed on the new countries of Europe, the disposition of the former German Colonies in Africa, and the new countries of Southwestern Asia. These studies should be correlated with current events, and pupils should be encouraged to look up the geography of places about which they read in the newspapers and current periodicals.

Emphasize the importance of the Pa ific Ocean in International trade, using Appendix, Plate B, of the Atwood text. Follow the treatment of the continents with a summary of World Geography, bringing together the facts that have been learned concerning mathematical geography, climate, etc. Finally study the United States as a world power as a means of summarizing all that has been learned regarding trade relations between the United States and the rest of the world. Teachers should stress the subjects of conservation of our natural resources and responsibilities of American citizenship. The final work of the year should be a study of California on the basis of natural regions, and for the purpose of making clear the relation of our own state to our country and to the rest of the world.

Supplementary reading: Allen, N. B.—The New Europe, Bishop and Keller—Industry and Trade, Fisher—Resources and Industries of the United States, Atwood, Allen and Robinson Practical Map Exercises in Geography—Eastern Hemisphere."

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Fisher: Resources and Industries of the United States	7-9
Hall: Our World Reader	3-6
Hawkes: Eskimo Land	2-3
Keller and Bishop: Commercial and Industrial Geography	7-10
Lawrence: Old-Time Hawaiians	5-8
Youth's Companion Series—"Northern Europe"—"Strange Lands Near Home" "Toward the Rising Sun"—"The Wide World"—"Under Sunny Skies"	4-8
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JOTTINGS OF A TRAVELING BOOKMAN

By W. M. Culp

In these days we hear a lot about crushing taxation, the great cost of running the educational system of the country, questionings of where the money is to come from, the waste of money in fads and fancies—all of which may have some fact in reason, and all of which should be unnecessary fol-de-rol. For in part it could have been prevented in the past and still can be prevented if we can have school boards who have the alchemical sixth sense.

The Huntington Beach Union High School of California, M. G. Jones, principal, is situated on a raised piece of ground that offers a wonderful view of the placid blue of the Pacific Ocean. Around it once were sugar-beet fields, now there are clustered oil derricks and the chug of the steam engines, and the clang of steel makes the ozone of that part of California tingle and tingle again.

The high school plant is situated on a plot of several acres. An acre and a half is leased to an oil company. This company has sunk a well. The flow started at the well is now producing 260 barrels per day. The Huntington Beach Union High School receives half or from $150 to $200 per diem from that one well. And there is enough ground in the high school unit for four more wells.

There are over 200 students enrolled in the high school. Some $36,000 to $45,000 per year is sufficient to run the school finances. The city receives a substantial revenue from this source.

Point number two: The city of Long Beach, California, has leased some of the city property to an oil company. This last week a gusher of some 1500 barrels was brought in. The city receives half.

Point number three: At Taft, California, R. Floyd Grey, a young principal, is up and doing things. He lives in an oil community. Recently an elementary school district was annexed to the high school district. Some $1,500,000 valuation was added to the high school assessment roll. One pupil attends the high school from that district. The high school runs a bus service. The high school board is considering buying that student a Ford to ride to school in. It would be a sound investment.

Point number four: California has a large amount of undeveloped mineral sections. All of the oil sections were once government land. Why is it not fitting and proper that in the future that these rich oil wells developed from property that originally belonged to the state should not give half of their proceeds for the support of state education? It is not confiscation; it is just taking half of the whole that once was the state's and given lavishly away with no thought of return. In this time of high taxation, why is it essential for the state to give away its natural wealth when it could keep to itself at least part of it for the education of its youth? Why cannot a law be passed reserving to the state part of the natural wealth for education?

The Stanislaus County Teachers' Institute was held at Modesto November 21, 22, 23, 1921. A. G. Elmore, county superintendent of schools, had arranged an excellent program of outside and local speakers. Over 400 teachers were in attendance in the sessions held in the beautiful new Modesto High School plant.

A. G. Elmore, W. E. Faught, city superintendent of Modesto schools; A. C. Olney, commissioner of secondary schools; Dr. W. W. Kemp, president of the State Teachers' College, San Jose; Mrs. Helen B. Keller, assistant in elementary education; Sam H. Cohn, assistant state superintendent of public instruction; Dr. E. R. Snyder, commissioner of vocational education; Dr. George E. Freeland, director of training school, San Jose; Roy W. Cloud, superintendent of schools, San Mateo county, were among those speaking at the general sessions.

Miss Cora Paine McKay, University High School, Oakland, made a strong impression in her talk on "A Composition Teacher in the Kingdom of the Child."

"Twilight Alley," an operetta presented by the Denair Grammar School and directed by Mrs. Gertrude Mitchell and Mrs. Sara Burr, was decidedly clever and delightfully given.

C. L. Anderson, head of biology of the Modesto High School, had on exhibition a wonderful collection of original drawings in biology by students of his classes. It is exceptional work and caused exceptional comment.

"Story Telling," by Roy W. Cloud, was a hit.

Dr. George E. Freeland, director of training school, San Jose, is a new man in the state and a comer. In his "Teaching Children to Study" he made some very good points.

Otis M. Carrington, supervisor of music and art, San Mateo, talked on "Correlation of Music in Elementary and High Schools."

The re-election of Chas. C. Hughes as city superintendent of Sacramento schools for another term of four years, at a salary of $6000 per year, has caused much favorable comment from those that realize Mr. Hughes' worth as one of the outstanding educators of California.

Mr. Hughes is a man that has never failed, however tough the job. He has knowledge of detail of school systems surpassed by few men in the country. He knows what a school system ought to be and knows how to bring it up to the front line. He does things with no fuss or feathers.

The type of elementary school buildings as evolved in the Washington and William Land schools, Sacramento, are surpassed by no buildings in the United States. What is more, some more such are in construction.

Three million six hundred and forty thousand dollars is being spent in Sacramento for school construction. A million dollars more will soon be voted. On a thirty acre tract a new high school unit costing $760,000 is being erected.

Mr. Hughes, during his next term, will have a business manager added to his department.

Miss Agnes Howe, superintendent of schools of Santa Clara county, has established a country night school at Cupertino. Some 29 people petitioned for the estab-

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lishment of a night school. Miss Howe saw no reason why country residents should not have night school service as well as city folk. The elementary school district furnishes the building, heat and light, and Miss Howe provides the teacher and pays the salary from the supervising fund made available by the last state legislature. The school started with three nights a week and a request of the patrons has been increased to five nights.

The State Teachers' College at San Jose, under Dr. W. W. Kemp, has three times more students this year than last. It is the largest state teachers' college in California.

Walter L. Bachrodt, San Jose city superintendent of schools, is obtaining fine team work in the San Jose schools.

Miss Frances Galimore of the Santa Clara county board of education has sole supervising work of the elementary grades in the city of Santa Clara schools.

J. E. Hancock, principal of the Grant School, San Jose, has just moved into the new Grant School. This is the third building of that name. The original was destroyed in the earthquake of 1906, the second was burned a year ago, and this last school structure has just recently been finished.

W. P. Cramsie, the popular principal of the Longfellow School, San Jose, is back to work after a several weeks' illness with influenza.

W. J. Savage, author, banker, man of affairs, president of the San Mateo County Board of Education, and erstwhile city superintendent of the Colma and Daly City schools, has a task in handling his increased school population.

Andrew E. Monteith, superintendent of Redwood city schools, has been appointed to the San Mateo County Board of Education.

George W. Hall, superintendent of the San Mateo city schools, and W. H. Poytress, vice-principal of the High School, are engaged in taking educational measurements in the San Mateo system.

H. R. Bull, principal of the Healdsburg Grammar School, has plans under way for the construction of a new $50,000 grammar school unit.

Bruce H. Painter, city superintendent of Petaluma schools, is rushing the construction of their new $250,000 junior high school.

David L. Oberg, principal of the Junior High School, Petaluma, has charge of the movie programs and paper published by the Petaluma Parent-Teachers' Association.

Melrowe Martin, principal of the Analy Union High School and district superintendent of Sebastopol and some thirty surrounding district schools, is a busy man. He covers over a hundred miles in his supervising itinerary. A new plot has been purchased for the high school and plans are being laid for a new high school building.

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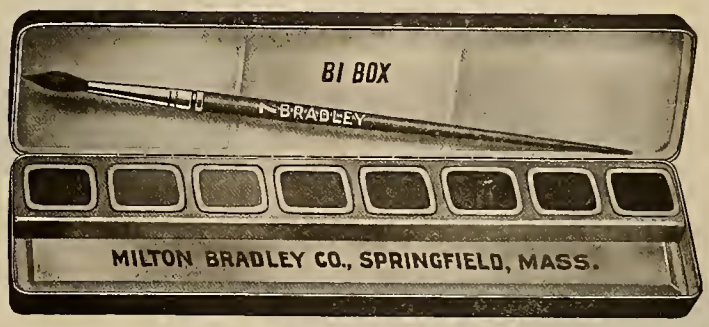

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INDUSTRIAL MATERIAL

Miss L. Fox has been appointed city librarian of Healdsburg. She comes to Healdsburg from the Palo Alto city library.

David E. Martin, superintendent of schools of Alameda county, is getting his work well organized. He has appointed two supervisory deputies. J. L. Bunker of Niles will have charge of fourteen schools, the territory lying this side of Niles; J. C. Beacock of Pleasanton will have eighteen schools, all situated in the Livermore Valley.

Superintendent Jerome O. Cross of Santa Rosa and Principal E. H. Barker of the High School and Junior College, have been going through strenuous times since the burning down of the city high school building. The second day after the fire Mr. Cross and Mr. Barker had the High School and Junior College students at work in the Junior High School building. Within a week and a half temporary quarters were established down town in the Masonic building, Methodist church and office buildings. The City Board of Education and Mr. Cross have already acquired thirty-five acres for a new site. Thirty more may be added to the tract, making it one of the largest and finest in the state. A bond issue of several hundred thousand dollars is contemplated in the near future for the erection of buildings on the new site.

Jerome O. Cross is being congratulated for his foresight in having had $30,000 more insurance placed upon the old High School building before it was destroyed.

Under difficulties the teachers and children rose to the occasion and Santa Rosa is to be praised for the manner in which the catastrophe was met. The spirit of the school is well illustrated in this little story. After the fire a lady rushed up to Mr. Barker and said, "Isn't it terrible frightfully terrible, that the High School has burned down?" And Mr. Barker, replying, said, "The High School building has burned down, not the High School."

Mr. O. H. Grubbs, assistant superintendent of schools of Stockton, who has charge of the new course of study work, expects to put the new program in effect in February.

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SAN FRANCISCO'S WONDERFUL SCHOOL ACTIVITIES AS SHOWN IN PICTURES AND EXHIBITS AT THE INDUSTRIAL EXPOSITION IN THE CIVIC AUDITORIUM, INCLUDING PICTURES OF SCHOOL CHILDREN AT WORK AND AT PLAY

By Harr Wagner

It was my pleasure and delight to make several visits to the school exhibits at the Civic Auditorium during the present month. If there are those who doubt the efficiency of the San Francisco school department, its teachers, its pupils, its supervisors, its depties, its superintendents, its board of education, they should not listen to addresses on the subject, but they should have gone to the visual demonstration of the schools at the Civic Auditorium. It was a revelation. The only complaint we have to make is that the proponents of "Better Schools" should have seen this exhibit, and said: "More money and more schools, and more equipment so that the good work that is being done would be progressive and general in all departments."

Nutrition Class, Michelangelo School. Children drinking milk

The arrangements were made by the Department of Education. Deputy Superintendent W. H. De Bell was chairman of the committee of arrangements, assisted by A. J. Cloud, Miss Bertha E. Roberts and Miss Mary Magner. The art department, under direction of Aaron Altman, was of unusual value.

The exhibits of the Lowell, Mission, Girls' High, Galileo and Polytechnic were of high standard, and the applied arts of every nature showed unusual excellence and utilitarian value. You could hear visitors express surprise and say, "Is that really the work of the pupils in the public schools?" Taxpayers were heard to say: "If our schools are doing this kind of work, we can well afford a larger school plant, and a big financial budget."

Mr. T. J. Kamphoefner of the industrial arts department had the boys of "The Boys' Aid" making baskets, and the skill, technique and interest of the boys were a surprise to every one. Miss Annette M. Levy, the principal of the Jesse Lilienthal School, was justly proud of the toys and other specimens of handiwork produced in her school.

History Lesson in Sand Table, "Egypt," Fourth Grade Class. All modeling done by pupils

The basket making of the Sherman School, the rug making, basketry and shoe cobbling of the Ethan Allen School, created favorable comment.

The splendid vocation schools and the opportunity classes were visualized by large and attractive placards on the wall. Miss Mary Magner, who takes a special interest in these schools, explained that French is taught in eleven schools from the fifth grade up. Spanish is taught in ten schools, Italian in four.

The American citizenship classes have not been the result of a spasmodic propaganda produced by the war, but the public schools of San Francisco have offered opportunity for citizenship classes for forty years. The home economics, under direction of Miss Ella M. Bartlett; the primary grades, under direction of Lew Ball; physical education, under direction of Signe Hagelthorne, and the music, under direction of Estelle Carpenter, were very attractive features of the exhibit. Miss Carpenter certainly excels in her splendid services in drilling children for public occasions. Her

Open-air Class, Michelangelo School. These children of tubercular tendencies rest one hour on the sun porch; receive nournishment morning and afternoon. Board of Education maintains this school and Buena Vista.

Block Building by Kindergarten Children

enthusiasm, her energy and her spirit are always an inspiration to the children and the audience.

Miss Anna M. Weibalk, in writing of the work of Miss Roberts, in charge of visual education, says:

"Since Miss Bertha Roberts, deputy superintendent in the San Francisco school department, was given the direction of visual instruction in the schools in December, 1920, the city has made such strides in this type of education that in equipment, organization and correlation with the curriculum,

First Grade Reading

it has won a place of first rank in the state and is second to none in the United States. The department has forty-six stereopticons, seven balopticons and fourteen moving-picture machines, all actively engaged in supplementing the work of the various courses of study. Miss Roberts' slogan for this type of instruction is: 'To entertain and amuse is good. To do both and instruct is better.'

Stereopticon Lectures

"From January to June of this year, Professor O. J. Kern of the agricultural department of the University of California was introduced to the fifth, sixth, seventh and eighth grade pupils of our schools through a series of lectures with stereopticon slides on the three following subjects: 'Civic Betterment,' 'Home Gardens' and 'Nature Study.' To summarize, Professor Kern carried his message to thirty-six schools and approximately 9690 pupils. His talks were certainly highly instructive and inspiring. Many a beautiful lesson was carried home in the hearts of all his listeners.

Moving Pictures

The motion picture film truly deserves a high rank, perhaps the highest, among the mediums of explanation or teaching. It has been effectively said that 'an ounce of film is worth a ton of paper.'

The silent propaganda pictures, 'Making of Democracy,' 'The Red Cross,' 'The Man He Might Have Been,' through teaching

the necessity of good habits and of what they consist, have wrought a wonderful moral reaction. These pictures have furnished the incentive for inculcating principles of honor, courage, unselfishness, self-control, and patriotism. To insure a permanent response and benefits which will go from the classroom to home and community, an oral discussion of the film follows the presentation for the purpose of crystallizing and intensifying appreciation. The material shown is used as subject matter for oral and written English by the classroom teacher or assigned as a home duty by the auditorium leader. In either case

Nature Study Class, First Grade

the stories are read or told in the auditorium to complete the correlation between the film and class and auditorium work, and to hold the children responsible for the material presented in the film.

Exhibits

"The San Francisco School Departmtnt owns forty-one industrial exhibits, covering silk, wheat, rye, oats, lead and zinc, honey and the bee, etc. These exhibits were viewed and studied by over 30,000 children. Each individual child held the exhibit in his own hand and studied the contents of the box.

"Fifteen firms, through the educational department of the California Industries Association, invited school children to visit their factories. Satisfactory results attended the visits of classes.

"During three weeks of this present school term the National Forest Reserve held a National Forest Exhibit in the San Francisco Main Library each day from nine o'clock until three. Five sections of children visited this exhibit every day, approximately a total attendance of 3000 children. A Government Forest Ranger addressed each group of children on conservation of trees, forest fires, and how to camp.

"During last spring the California Wild Flower Exhibit was held for three days at the St. Francis Hotel. Each day was divided into six periods, with 500 pupils scheduled for each period. The approximate attendance was 9000 children. Many

Roof Playground, Physical Education

schools held wild-flower exhibits of their own.

"Thus is visual instruction concretely and pictorially extending the boundaries of the school life beyond the school-room out into the world of work and of nature."

Visual Instruction

Comenius, Pestalozzi and Froebel, as also the long line of enlightened educators since their day, placed emphasis upon visual instruction.

The pictures represented in this article show a glimpse of school children at work and at play. The pictures were taken by Bertha E. Roberts, assisted by a cinematographer.

Music Appreciation, Seventh Grade. Caruso records were played. Composition Winter & Reed

The photographs, which show the various activities of the San Francisco school children at the California Industries Exhibit were taken by Miss Bertha Klaus, principal of the Michelangelo School, and by Miss Mattie Belvel, a teacher in the Redding School. Both are amateur photographers, but their pictures called forth great praise from school people and the public.

EXAMPLES OF FOUR SPECIAL SUBJECTS AS DEVELOPED IN THE SAN FRANCISCO SCHOOL DEPARTMENT

1. R. O. T. C. Inspection.

"Nine hundred and fifty high school cadets are regularly trained and inspected by United States Army officers." Captain Overton has been retained by the San Francisco Board of Education to take full charge of the R. O. T. C.

2. Brush Making—Cobbling.

"These proficient workers actually furnish all of the brushes used by the San Francisco School Department." This work is done at the Ethan Allen School. Total number of boys, 90. All have records of truancy and are incorrigible.

Cobbling: "These boys mend their own shoes, those of their families and many for charity."

The Congress of Mothers collects discarded shoes from the numerous Parent Teacher organizations, sends these shoes to the Ethan Allen School, where they are mended or soled, then distributed to worthy families.

3. "Little Jim Ward" class at the San Francisco Children's Hospital. These little shut-ins are taught the usual school subjects and a variety of hand work."

This school was opened October, 1919, and is just two years old. School is held in the ward of the Little Jim Building, or on the sunporch. The teaching is done wherever the pupils happen to be—whether in a bed, a chair, or on crutches. Therefore the work is entirely individual.

The school started with an enrollment of 21. The enrollment varies from month to month, but during the two years of the

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school's existence, 109 children have been enrolled. The two main purposes of the school are to keep the children occupied, and happy, and to coach them so that when well enough to return to their homes and regular school, they will be "up" with their class.

4. Hot Chocolate—Milk.

"Lunch children are served a hot drink and graham crackers. This nutritious work was established in 1919."

Hot chocolate is served exclusively in the Longfellow School. Its situation, close to the San Mateo county line, is a considerable distance from many homes. An eighth grade teacher and assistants make the chocolate, and it is served by eighth grade girls. The cost for the cup of chocolate and crackers is five cents.

"Milk." San Francisco's school children have been surveyed from the health standpoint. All pupils found to be under weight or not up to normal health, are advised to join a nutrition class established in the separate schools. Every day at 10:30 children are given a half pint of milk and a slice of buttered bread. Each child pays 25 cents per week or five cents per day. The San Francisco School Department now boasts thirty nutrition classes. An approximate average per day of pupils receiving milk is from 2500 to 3000.

SCHOOL DISTRICT NEWS

By Ruth Thompson

The school system of South Pasadena is expanding to meet the demand for more room, according to Superintendent George C. Bush. New ground has been bought and new buildings are being erected. Besides this, the teaching force in South Pasadena has been increased 20 per cent this last year, as new courses have been added to the school system.

The building program includes: the building of an eight-room elementary school at a cost of $65,000; a new gymnasium and a new auditorium for the high school.

The new ground purchased for the schools includes: a four and one-half acre site purchased in Onoeonta Park for a school; a two and one-half acre site for a new building in the northeastern part of the town; an addition of six lots adjoining the Lincoln school grounds.

The new buildings are to be the most modern type, Superintendent Bush says, and the high school auditorium, which is now in process of construction, will seat 1200 persons. There will be a large stage and a loft for scenery and settings. It was stated that the auditorium when complete will equal any theater in modern devices regarding stage and lighting facilities.

The new courses added to the high school curriculum this year are machine shop, auto mechanics, printing, office practice, and a commercial department which will instruct in the use of all modern devices in business offices.

"This program will be complete in another year, we hope," Mr. Bush said recently. "It offers more of an opportunity to the boys and girls in South Pasadena than they have had before. We also have established a night school for foreigners which is doing good work."

"A friend in need—"

Illustrating the courtesy and co-operation between school districts, Fred W. Shoemaker of the Savannah school district, tells of the invitations of the El Monte and the Temple schools to house his pupils when his school burned. The fire occurred in October, two weeks after school commenced. All books and school materials and furniture were burned. With the insurance some frame buildings were immediately erected. Some of the children have been attending the El Monte schools. There are one hundred and twenty pupils in the district.

Mr. Shoemaker states that a $44,000 bond issue is under consideration and he hopes to have a new building by next September. Shoemaker was a member of the Los Angeles County Board of Education seventeen years ago. He stopped teaching for a number of years and is just now renewing that line of work.

Growth in Alhambra Schools

A ten-room grammar school, costing with the site $90,000, is being erected in Alhambra, according to Superintendent Charles Emory Barber. The new building is to be called the Central School and should be completed some time in February.

The high school enrollment has increased 40 per cent during the last year, Superintendent Barber declares, and the faculty has been increased in proportion.

"We plan to keep our system working together and our studies evenly balanced," the superintendent stated, when questioned as to the placing of particular emphasis in any line of work or the establishment of new courses.

There are 110 teachers in Alhambra and 3100 pupils.

Forrest V. Routt, principal of the Alhambra high school, is especially interested in the teaching of science in his school and has obtained some specimens of the boll weevil from the State University and some

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of the cotton plants from Louisiana, which show the destruction these insects create.

Principal Routt takes interest also in securing good speakers in the high school assembly and has secured Dr. Frederick Munson for an address the early part of January.

Plans Student Government

Miss Bolden, principal of the school in Duarte, is establishing student government in her school. She has made a study of the different types of student government together with her teachers and has had a conference with Dr. C. W. Waddle, principal of the training school of the Southern Branch of the University of California.

Elective Courses in Seventh and Eighth Grades

The Wilson Avenue Intermediate School in Glendale, where Miss Carrie M. Noble is principal, has elective courses in its seventh and eighth grades. This is a unique feature in intermediate schools of those two grades. The plan is working well, as the principal says:

"We find that where children can choose some of the subjects they must study that they make more of them. Elective courses in our school can be taken in Latin, Spanish, typewriting, agriculture, and music. Besides the elective courses the common branches must be studied. As a result, for instance, those who are interested in taking music are the music students, and our glee clubs and orchestra are exceptionally good.

"In the beginning," Miss Noble stated, "We had to have a special dispensation from the county board of education to carry along this line of work. Now, however, Glendale has grown and is a city of the sixth class. This means Glendale is not now under the direct supervision of the county school authorities."

Miss Noble has been principal of the Wilson Avenue Intermediate School for the past two years. Previous to that she was vice-principal for eight years. She has 560 pupils and 22 teachers.

Superintendents R. D. White and George W. Moyes have charge of the elementary and high schools, respectively.

Glendale schools have recently withdrawn from the county library system. Miss Frances Jackson is school librarian.

A new course of study is being planned in Glendale.

Local Institutes

Teachers' institutes in Los Angeles county have been conducted on a new schedule this year. County Superintendent Mark Keppel has called one-day local institutes in various centers three times during the fall. At each institute good speakers have been heard discoursing on practical subjects which hold particular interest to the teachers in their own district. This plan does not interfere with the general institute to be held in December in Los Angeles, but the trial of local sessions has proved that teachers can get much more out of smaller gatherings. Some of the speakers at the local meetings included L. E. Chenoweth, Kern county superintendent; Dr. Emerson Bassett of Stanford University; Mark Keppel, Los Angeles county superintendent, and some of his deputies and members of the state board, consisting of Mrs. Stanley, Miss Van Hagen, Messrs. Adrian, Wheat, Lowe, Rugh, Upjohn, Durfee.

Adventures in California, Yesterday, Today and the Day Before Yesterday. By Jessie Heaton Parkinson. San Francisco: Harr Wagner Publishing Company.

The High Sierra country is a world by itself whether judged by its grandeur and beauty, its wealth of raw material, or its relation to art, literature and adventure.

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High Sierra with Bret Harte, but no other book has in 120 pages half a hundred beautiful pictures of the glories of the Yosemite and the country round about; an account from real life of the pioneering of the early days; of adventures with luck, good and bad, of the miners; of the development of timber claims and water power, and above all real stories of the men and scenes which gave the world the inside facts which under Bret Harte's magic spell became the story of Tennessee's Partner.

The book is delightfully written and beautifully illustrated. The personal touch which the author gives it is an especially attractive feature.—A. E. Winship in N. E. Journal of Education.

A PRIZE CALIFORNIA LETTER

During the past two weeks great interest has been manifested in the prizes which are being given to the winners of the prize essay composition by the Mysell-Rollins Bank Note Company. The subject of the essay was "California" and there have been many attempts in the schools to depict the glories of our state. The prizes were won by the Denman School, the Fairmont School, the Lowell High School, the High School of Commerce, and the Girls' High School. The prize in each case consisted of a picture, selected by the school, that is hung in the class room of the pupil winning the prize. On the frame of each picture is a plate telling of the occasion, the winner, and the donor.

The pictures were presented to the schools by Rose Bresnahan of the Mysell-Rollins Bank Note Company. On the occasion of the presentation Mary Margaret Morgan spoke at the High School of Commerce on San Francisco's industrial growth. Mrs. Mott, of the school board, spoke at the Denman School.

The purpose of W. C. Mysell in presenting the pictures is to promote local patriotism, to interest the pupils in local industries and conditions, and encourage a healthy school spirit by friendly competition. The quick response of the schools and the keen interest in the essays are proof that this purpose is being accomplished.

Below is given the essay of Matie McLaren, winner of the prize for the Denman School:

A Californian's Letter

Park Lodge, G. G. Park, May 4, 1921.

Dear Eastern Friends: I write this verse,
Each word of which is true,
To tell you of my Golden State
And the home she offers you.

Come, settle here, abide with us,
Ye folk who pass this way,
Both strong and great, our Grizzly State,
Doth welcome you today.

We've sun and rain to ripe the grain,
To bud the flowers, too.
We've blossoms here, the whole long year,
And fruit the twelve months through.

Toward the north, famed artists flock,
To sketch Yosemite,
And tourists from far countries come,
Our bounteous spots to see.

Our forests, vast, are unsurpassed,
I bid you come and see; ;
The fir and pine grow here more fine
Than any Eastern tree.

The great Pacific Ocean
Aids our commerce on the sea;
Fine harbors, wide, our fleets, our pride,
A shipping state are we.

We strive in mines, we farm, we fish,
We work our very best,
We toil each day, as best we may,
Here in the Golden West.

For children, nay it's not all play,
Good schools most every place,
So, in the future there will be
An educated race.

"Old Frisco" is the worthy queen
She rules the West, you see,
A land brim full of resource, vast,
And opportunity.

We came, one day, and thought we'd stay,
'Neath California skies;
We found, it seems, our home of dreams,
An earthly paradise.

Why all we want is all we have,
We dwell here in content,
And all our days are happy days
In California spent.

For we have wealth, and we have health,
With right good times in store;
Why sure, it's heaven here on earth,
What could we wish for more?

Just one last word, if you'll but come,
Your joys will never end,
And now, dear folk, I'll say "Good-bye,"
I am your loving friend,
MATIE McLAREN.

THE EDUCATIONAL VALUE OF A PERFECT SHOE

A shoe is a covering for the foot. Some people make the mistake of looking upon it as a crutch. Others even seem to think a shoe is a personality with responsibilities of its own. You hear people say:

"I have spent hundreds of dollars on shoes and none of them have done any good."

It isn't the business of a shoe to do good to the foot. The foot must do its own work and carry the shoe along, too. The shoe on its part must not interfere with the foot's business of supporting the body in the correct posture.

A shoe, to qualify, must have a low, square heel. The high heel throws the weight forward onto the ball of the foot and is likely to break down the transverse arch. Women have more trouble with that than men, because men wear low heels. During the war many women came down to low heels, following the army fashion. No one wishes the war had lasted longer, but if it had we might have lost the pointed toes also.

The shoe must also have a straight inner line, so that when the shoe lies on a table it is straight, and when the two shoes come together they touch on the inner border as the great toes touch. The normal position of the feet is when the great toes lie flat and touch each other. The usual adult foot does not do this, because it has been so long cramped by its shoe.

The flexible shank is very important. Children start out with good, useful feet. When they walk barefoot they use their muscles. But just as soon as they get into shoes the stiff shank takes the responsibility of the muscles which grow weak.

Children are taught to toe out. It is curious that we should do this, for just as soon as a man has trouble with his feet he is taught to toe forward. Much misery would be saved if children were allowed from the beginning to toe forward. That is the correct position for standing or walking.

"Ground Gripper" walking shoes are the original muscle developing shoes and have met all of the above requirements.

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A new book that will do for city schools what Dunn's Community Civics and Rural Life has so successfully done for rural and village schools.

O'Toole's Practical English, Intermediate Series
A second book for Americanization classes, continuing the work begun in O'Toole's First Series.

Kendall's Fifth Reader
A new book in this unrivalled basal series.

Hart's Junior High School Mathematics
Book 1 in this series is now ready.

□ □ □

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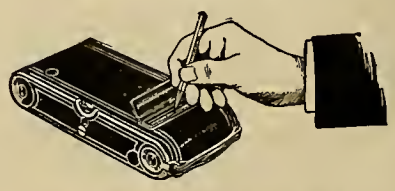

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WESTERN SCHOOL NEWS

The Northwest Journal of Education is printing a serial by Mark Keppel on the California School System, especially Amendment 16.

Will S. Monroe, the noted author-teacher and lecturer, is spending the winter in Southern California. Mr. Monroe, as superintendent of Pasadena and institute lecturer, made a definite impression in California as a progressive educational leader.

Dr. Harold Fairbanks has written an article on the Geography of Southern California, in November, 1921, Journal of Geography. It is an article that the teachers will certainly appreciate.

Mrs. Dorothy Slaven has been appointed superintendent of schools to succeed W. J. Cagney, San Benito county. Mrs. Slaven is an efficient woman. Her husband, as a member of the Assembly, succeeded in getting some excellent legislation for teachers.

Miss Winifred Van Hagan has been visiting the schools of San Diego county in the interests of the Play Day movement in rural schools. Miss Van Hagen's activities are in a way a following-up of Doctor Stoltz's talk at the Trustees' Institute, and she has had interested audiences.

The San Francisco Teachers' Association is taking an active interest in the educational progress of the city. Under the leadership of Mrs. Marjorie Stewart it is one of the most progressive organizations in the state.

The Berkeley Teachers' Association is asking that a delegate from other organizations be sent to a conference of teachers, which is considering a request to University Extension authorities, that registration fees for teachers be reduced, and that a change be made in entrance conditions.

Mrs. Annie R. Babcock, who was deputy superintendent of Mendocino county under her late husband, Superintendent Babcock, is now a member of the County Board of Education and vice-principal of the Willets Elementary School.

Mrs. H. P. Bender, principal of the Washington School, Bakersfield, planned and carried out a reunion at the school. Superintendent Chenoweth, Mrs. Chenoweth, formerly Sybal Curran; L. G. Pauly and many others who were formerly connected with the school, took part in the program.

Elizabeth S. Adams and Frances Effinger Raymond have written a fine article for the American Shorthand Teacher, on the Enrichment of the Course of Study. These authors have an attractive style and a felicity of expression that even appeals to the uninitiated.

The Nature Study Bulletin, published by the Long Beach City Schools, is a very interesting publication. L. W. Welch is editor. The January, 1922, issue is devoted to chickens and birds.

The New England Journal of Education of December 8th has a very delightful appreciation of Dr. Ellwood P. Cubberly of Stanford University.

Mr. A. N. Palmer and wife of the A. N. Palmer Company are spending the winter in Pasadena. Mr. W. L. Nolan, Mr. Palmer's efficient representative in the Northwest, will do some intensive work in California the next few months.

The great C. T. A. meeting, Southern Section, has just closed. It was a record-breaker. Merton E. Hill, the president, was congratulated on all sides for the effective arrangements and for his happy choice of speakers. Superintendent George C. Bush of South Pasadena was elected to the presidency for 1922. An editorial report of the meeting will appear in the January meeting.

Ben F. Field, the noted poet, has charge of a prize poem competition for words for a state song. Mr. L. E. Behymer is the donor of the prize of $100 cash. Address Ben F. Field, No. 705 Auditorium building, Los Angeles, Cal.

This Journal, beginning in the January issue, will publish a series of interesting articles on beet sugar and its relation to uses in school and home. Beet sugar production is one of the great industries in California and the publicity firm of Honig, Cooper & Company will prepare some very attractive pages.

A. A. Sorensen, head of agriculture of the Fresno High School, has made an enviable record. When he started work some ten years ago, there were some eight students enrolled in agriculture in the Fresno High School; now there are over 200.

THE PRIZE ESSAY CONTEST ON "THE IMPORTANCE OF EMPHASIZING THE SUBJECT OF GEOGRAPHY IN OUR SCHOOLS OF TODAY."

The winners of the prizes were as follows:

Francis O'Connor, St. Augustine's School, Oakland, first prize, $50.00.

Martha Lennan, Central Junior High School, Los Angeles, second prize, $25.00.

Dorothy Hastings, Presentation Convent School, 1404 Mason street, San Francisco, third prize, $15.00.

Norma Dalton, a pupil in one of the Fresno public schools, fourth prize, $10.00.

The judges in this contest were: Professor Holway of the University of California in Berkeley; Professor McClellan of the University of California, Southern Branch, Los Angeles, and editor, Mr. Harr Wagner.

Why did a Superintendent say recently:
"WEBSTER'S NEW INTERNATIONAL DICTIONARY
is as deserving of an annual salary as the teacher"?
Because this foundation book in the school room performs actual service. Successful teachers well know the help this "Supreme Authority" is in history, geography, language, and civic classes, not to mention its necessity in work on synonyms, pronunciation, new words, etc. It is a universal question answerer, equivalent in type matter to a 15-volume encyclopedia.
400,000 Vocabulary Terms, including hundreds of New Words. 30,000 Geographical Subjects. 12,000 Biographical Entries. 6,000 Illustrations and 2,700 Pages.
Why not suggest to your superintendent that a copy of the New International be supplied for your school?
Write for Specimen Pages of Regular and India-Paper Editions, etc.
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Superintendent William John Cooper of Fresno believes in thorough co-operation with the teaching force. He has appointed committees that are advisory to him in his administrative functions, such as finance, supplies, buildings, etc. In other words, Mr. Cooper is trying to build a system in which he is merely the chief co-ordinator of the work of the teachers under him.

The work of C. L. Geer, superintendent of Coalinga schools, is another example of what can be accomplished in an oil community, situated on the edge of things and yet so near to the best that the world affords. As a source of inspiration and enthusiasm, Mr. Geer is surpassed by few administrators in the United States.

Miss Jessica E. Hillburn is assistant superintendent of Coalinga schools.

Colon Kilby, at one time one of the state's best athletes, is handling physical training at Coalinga and another championship track team is in course of molding.

F. H. Sutton, principal of the Fresno Technical School, has a great opportunity. As the head of Fresno's first technical high school with enrollment of some 1700 pupils, he will have the fashioning of the youth of one of California's smaller yet most prosperous industrial centers. A good deal is expected of Mr. Sutton and he will be heard of from now on.

OUR FREE SERVICE in teaching the Mechanics and Pedagogy of Palmer Method Penmanship is still offered to all teachers whose pupils are provided with individual copies of our manual. Other Teachers may enroll for the complete correspondence course upon payment of the small fee of ten dollars.
OUR THIRTY VISITING INSTRUCTIONS cover the entire United States, and their services are still free to all schools having Palmer Penmanship adoptions.
THE PALMER METHOD PLAN when followed exactly, leads to enduring handwriting, which becomes a big asset in school, business and social life.
PALMER METHOD PENMANSHIP is written at commercial speed and is as plain as print. Thus, it conserves the time of the writer and the time of the reader. Palmer Method Penmanship compels healthful posture while writing, thus conserving health and vision.
PALMER METHOD SPELLERS, all in Palmer Method Penmanship, are attracting more and more the attention of modern educators. Follow immediately the Palmer Method Penmanship lesson with the Palmer Method spelling lesson, and the results in both subjects will be highly gratifying.
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30 Irving Place, New York City. 2128 Calumet Avenue, Chicago. Pittock Building, Portland, Ore.

BOOK REVIEWS

The Outlines of History, by H. G. Wells, educational edition, in one volume. Price $5. The Macmillan Company, publishers, New York and San Francisco.

This is a remarkable book. It is as fascinating as a novel, and to the student of history a rare intellectual diversion. Mr. Wells has a wonderful gift. His mind has surveyed the corridors of time, with not one, but many, new angles and twists. When at college we enjoyed the reading of Taine's English Literature because it was the record of individual opinion, and we had been fed up on the standard works on literature. Taine was a relaxation; so is "Outlines of History" by Wells. There is hardly a page that is not a stimulant. He says the most refreshing things about Napoleon, former Emperor William, Clemenceau, Lloyd George and Wilson. It is a book that every teacher should read. Its influence on the study of history is, of course, of doubtful value, unless the historian will come out of self-satisfied conclusion and enjoy the expressions of a man who thinks when he writes and pays very little attention to the authorities who say that a historian should record facts and not express opinions. H. G. Wells has written a history in which he delighted in expressing his own opinion of men and events. It is, therefore, an interesting historical contribution to mankind.

A History of California—The Spanish Period, by Charles Edward Chapman of the University of California. Price $4. The Macmillan Company, publishers, New York and San Francisco.

This volume is the direct result of the Native Sons of the Golden West, giving the author a fellowship which enabled him to do research work in Spain. This book presents considerable new material. The author says in his preface, "A vast amount of new material." The author further attempts to place the history of California in the proper perspective in relation to that of North America. As a whole, one of the most interesting and valuable chapters is "The Effects of Geography on California History." Other chapters on Cortez, Drake Serra, Galvez, Anza, The Romanic Period 1782-1810; Waiting for Old Glory, 1835-1847. Prof. Chapman has made a fine contribution to the history of California in this book. It will probably always remain as the most authoritative book on the Spanish Period of California history. It is a book that will be a necessity in every high school course in California history. There is, of course, a subtle undercurrent of arrogance on the part of the author that is objectionable. He gives the impression that he is the only man qualified to sit in judgment on California history and his remarks about other writers of history are somewhat critical—yes, even "sniffy." However, Mr. Chapman has done an effective work in California history and the publishers have placed within our reach a most excellent book.

The Palmer Method Spellers.

The A. N. Palmer Company, who has made such a great success with the Palmer writing system, is making a strong appeal for the use of the Palmer Method Spellers. These spellers are unique. They are a series of carefully graded lessons, correlating penmanship with spelling, impression and expression secured by visualization and motor action. The words of these lessons are in script, and are selected from the child's vocabulary. These new method spellers have been worked out by Ida Coe and Charles Harper of the New York schools. The progressive teachers in California will be interested in getting material about these books. Write to the A. N. Palmer Company, 30 Irving Place, New York.

PALMER METHOD IN USE IN OLD EGYPTIAN CITY

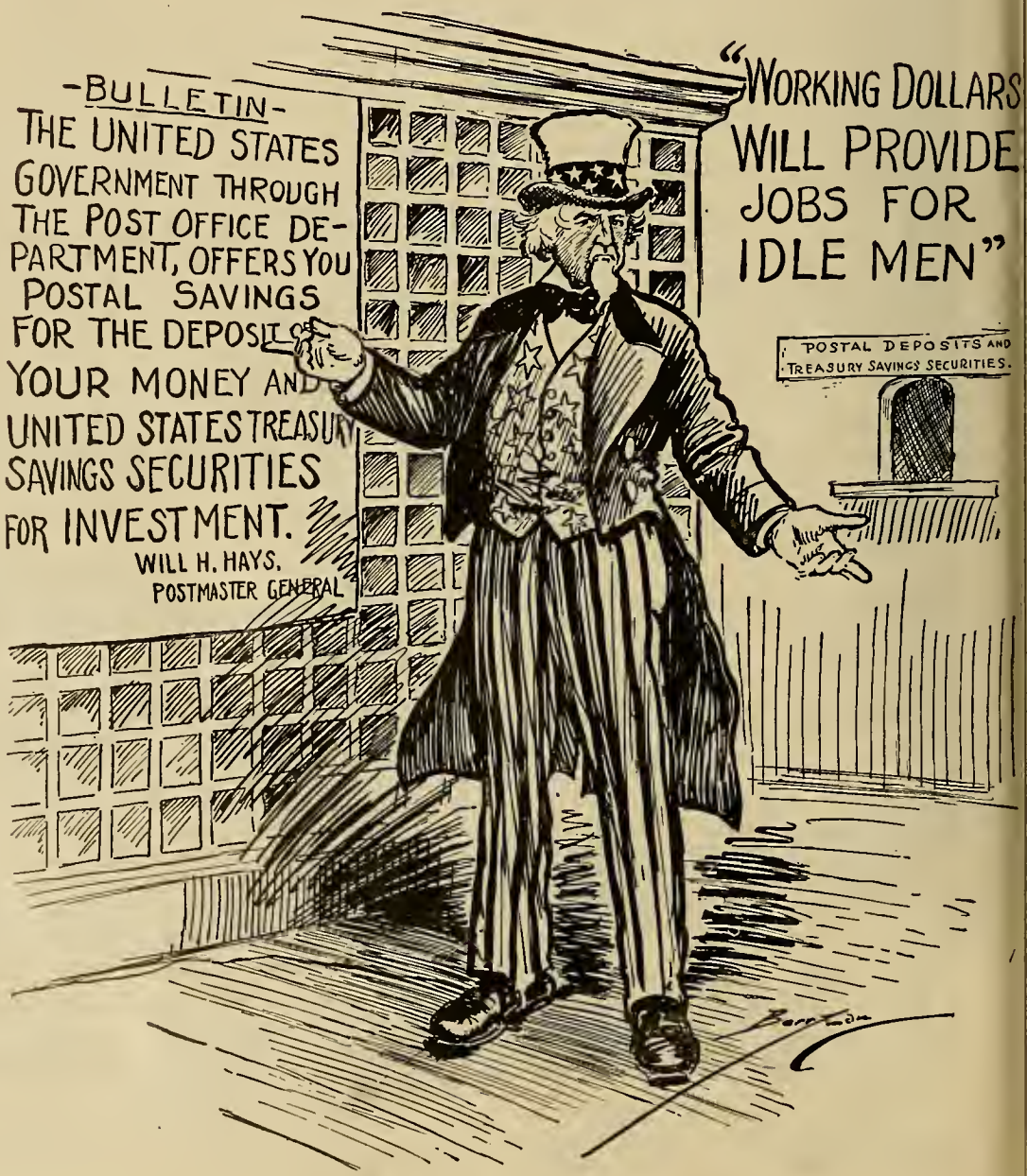
A complete adoption of Palmer Method Writing and Spelling books was recently made in the School of the American Mission, Alexandria, Egypt.

It is interesting to find modern methods of teaching writing and spelling being introduced into this classical city, where a school of literature, science and philosophy flourished in the reign of the Ptolemies during the three centuries preceding the Christian era and which continued under the Roman emperors as a philosophical school in which Neoplatonism was the most important element down to the final extinction of Paganism in the fifth century after Christ. Alexandria continued to be the most important center of Christian theology down to the time of the Council of Chalcedon, 451 A. D.

"Legendary Heroes of Ireland," a book written by Harold F. Hughes, principal of the Webster School, Fresno, is being published by the Harr Wagner Publishing Company. It is a most excellent story and will serve as a most fit supplementary reader for the fourth, fifth and sixth grades.

W. L. Potts, principal of the Edison Intermediate and Junior High School, is running a fine school across the track in Fresno, which means that he is chief co-ordinator among forty or more nationalities.

Miss Margaret M. Campbell, director of mathematics of the training school, University of California, Southern Branch, has developed sets of arithmetic problems for the fifth, sixth, seventh and eighth grades. The sets are on the industrial unit system, on which Miss Campbell has been working for some years. Each child can go as fast or as slow as he is capable. The problems are



live and taken from material collected in California, Oregon and Washington. A manual for the teacher is to be published with each set. The problems are in accordance with the ideas of the Thorndyke arithmetics and will work in admirably as supplementary material. The Harr Wagner Publishing Company is publishing the arithmetic sets around the first of February.

A. E. Balch, principal of the Washington Junior High School, Fresno, believes that 600 enrollment in a school is a maximum at which any kind of satisfactory supervising work can be accomplished. Five hundred, he believes, would be a more satisfactory unit.

December 13th, 1921.

Mr. Harr Wagner, Hearst Bldg., San Francisco.

Dear Mr. Wagner: My friend Cramsie of San Jose recently sent me a copy of "The Teacher's If." You will observe that it is in a fashion a parody of Kipling's great poem. I am sending it thinking that perhaps you may deem it worthy of publication.

With best wishes, I am

Very sincerely yours,

WILL C. WOOD,

Superintendent of Public Instruction.

THE TEACHER'S "IF"
By I. G. Gale
(In American Education)

If you can take your dreams into the classrooms,
And always make them part of each day's work;
If you can face the countless petty problems,
Nor turn from them nor ever try to shirk;
If you can live so that the child you work with
Deep in his heart knows you to be a man;
If you can take "I can't" from out his language
And put in place a vigorous" Ican"—

If you can take Love with you to the classroom,
And yet on Firmness never shut the door;
If you can teach a child the love of Nature
So that he helps himself to all her store;
If you can teach him life is what we make it,
That he himself can be his only bar;
If you can tell him something of the heavens,
Or something of the wonder of a star—

If you, with simple bits of truth and honor
His better self occasionally reach,
And yet not overdo nor have him dub you
As one who is inclined to ever preach;
If you impart to him a bit of liking
For all the wondrous things we find in print,
Yet have him understand that to be happy,
Play, exercise, fresh air he must not stint—

If you can give of all the best that's in you,
And in the giving always happy be;
If you can find the good that's hidden somewhere
Deep in the heart of every child you see;
If you can do these things and all the others
That teachers everywhere do every day,
You're in the work that you were surely meant for;
Take hold of it! Know it's your place and stay!

Will C. Wood, Superintendent of Public Instruction, has issued special Bulletin No. 6, concerning: Rules for drivers of busses transporting school children; teachers' placement agencies; registration of minors; geography textbooks; conference on illiteracy; agricultural supervision; National Education Association; school savings.

Transportation of Pupils

The frightful disaster to the school children near Red Bluff recently indicates very plainly that some very stringent rules should be adopted by high school boards and other boards of trustees who are transporting school children. Young people are so full of energy and life that they

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Are often the only working capital of the young man or young woman starting in the business of life.

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"A Successful Career"

is the title of a little book intended to do its part in preventing unprofiable ventures.

It contains no suggestion to apply for a life insurance policy and copies will be mailed upon request, to anyone engaged in educational work.

WEST COAST LIFE INSURANCE CO.

San Francisco

cannot very well be depended upon to do the safe thing at all times. The principal, under the law, has full charge of the pupils on the road to and from school. He should place some person who is responsible in charge of these busses and the pupils in them. Pupils should be held to account by the principal for their behavior in these busses or machines just as they would be in school. The drivers of these machines have about all they can do to handle the machine on the highway without giving a great deal of attention to the conduct of the pupils. A teacher or pupil of responsibility should have charge of the pupils in the machine and unruly actions should be reported to the principal at once.

There are many local dangers in addition to the dangers from railroad and street car lines. The boards of education should have local rules to meet these dangers. The following regulations are suggested:

(1) Drivers of busses or machines transporting school children, on approaching a crossing of an electric or steam railroad, shall before crossing come to a full stop not less than thirty feet from the crossing. In case the railroad is not fully visible for at least a half mile from the crossing in both directions, a teacher riding in the bus or a responsible pupil selected by the principal of the school shall get out of the machine, approach the railroad crossing and inspect the road each way. If the road is clear the person selected shall direct the driver to cross the road and he shall remain out of the machine until it has crossed the track.

(2) Drivers of busses or machines transporting school children shall slow down before coming to any street or road so as to insure safety in crossing.

Boards of school trustees and city boards of education should make such other rules governing drivers of busses and machines transporting school children as well insure protection from dangers due to the locality.

Teachers' Placement and the State Office

In order to remove any doubt as to the connection of the state office with teachers' placement agencies, I wish to say that no member of the state office has accepted or will accept any place or position, honorary or otherwise, with any placement agency.

Geography Textbooks

The State Board of Education has adopted the McMurray-Parkins Advanced Geography for use in the seventh and eighth grades. The book will be published in two parts. Part I will be used in the seventh grade and Part II in the eighth grade. The books will be ready for distribution by the opening of the fall term 1922. No text in geography was adopted for the fourth, fifth and sixth grades owing to lack of funds. In a later bulletin I shall discuss how the problem of these grades is to be handled.

Hon. A. C. Olney, commissioner of secondary schools, has called the annual High School Principals' Convention to meet at Hotel Green, Pasadena the week of April 10th.

Superintendent Roy Cloud of San Mateo county was the principal speaker at the Inyo County Institute at the Shasta County Institute and Stanislaus County Institute during the past month.

It would be well for teachers who are looking for positions to apply to the U. S. Civil Service Commission. This bureau is in the market for men and women specialists for all kinds of educational positions.

Books never annoy; they cost little, and they are always at hand and ready at your call.—William Corbett.

Books are the blessed chloroform of the mind.—Robert Chambers.

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Outlines of Civil Government. By Eleanor J. Clark. A text-book of Civil Government for High schools. $1.00.
American History, Government and Institutions. By Supt. Daniel Howard. $1.25. A fine manual of citizenship especially fitted for evening schools and Americanization classes.
Dakin's Weekly Plan Book. By W. S. Dakin, agent of Board of Education, Hartford, Conn. 50 cents.
Kingsley Outline Studies. 90 separate pamphlets. Hundreds of thousands sold. 20 cents each. Send for detailed list. "Of untold value to the teacher of English."—Brother Leo (Sacred Heart Coll., San Francisco).
Kingsley English Texts: with Outline Study included. 12 titles. Julius Caesar, Merchant of Venice, Macbeth, Evangeline, Old Testament Episodes, King Lear, Sir Roger de Coverley, Lady of Lake, Burke's' Speech, Ancient Mariner, Vision of Sir Launfal, As You Like It. From 45 to 65 cents.
Webber's Handbook of Commercial English. Iva M. Webber. Adopted by Burdett College, the largest Business College in New England. Includes essentials and omits superfluous matters. Cloth $1.00.
Term Plan on Punctuation. By Callahan and Sternglanz. Paper. 15 cents.
Grammar for Thinkers. By True Worthy White, M. A. The essence of Grammar. Paper. 25 cents.
Right at Hand Stories. By Rosa L. Sawin and Frank H. Palmer. Cloth. 210 pages. 75 cents.
School Plays. 3 Vols., viz., All's True (a Literary Play); The Long Road to Tomorrow (for History Classes); A Girl's Dream of Pictures for Art Classes). Paper. 25 cents each.
History Drill Cards. By Clara E. Parker. 65 cards containing questions and answers on U. S. History. Especially valuable in reviewing for examinations. Price per set, 50 cents.
Outline of Argument and Debate. By Theresa Wright Williams. 25 cents.
Outlines of History, Latin, Algebra, Arithmetic Drills, Grammar. Send for circulars.
Graphic Latin. A graphic presentation of the essentials of Latin Grammar. 50 cents.
Loose Leaf Geography, Europe, Asia, Africa, N. America, S. America, U. S. 6 parts. 30 cents each part.
Loose Leaf Community Civics, Elementary for Towns; Elementary for Cities; Advanced for High Schools. 3 parts. 30 cents each part. These are fine examples of the Project Method. Send for circulars.

THE MAGAZINE "EDUCATION" 42nd YEAR BEGINNING SEPTEMBER, 1921
"A magazine which we much enjoy."—Sister Mary Evangela, St. Xavier's Convent, Chicago, Ill.
"Of greatest value to all who are trying to formulate an educational theory."—Pres. Faunce, Brown Univ., R. I.
"The finest sample of educational journalism on the American market today."—Dr. Wm. H. Thaler, St. Louis, Mo.

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THE TEACHERS' SELF-RATING PLAN

By Ruth Thompson

With the purpose of stimulating the teachers in Southern California to higher aims and ideals and with showing the instructors what an ideal teacher is, the Southern Section of the Council of Education has established a Teachers' Self-Rating Plan and appointed A. R. Clifton, city superintendent of Monrovia, chairman of the committee.

The Teachers' Self-Rating Plan as conducted by the Council of Education consists of sending out leaflets "to help the teachers discover themselves." Under headings such as personality, the recitation, social qualities, and so on, a mirror is held up before the teacher whereby she may see her good and her bad points in efficiency, personality, appearance and accomplishment. Thus the teacher considers herself and her work and rates herself as fair, good or excellent. This report is sent to the supervisor, who has already considered her rating. These ratings are compared and discussed.

"The ideal condition," said Mr. Clifton in speaking of this plan, "is the discussion between the supervisor and the teacher whereby an understanding is reached regarding the teacher's strength and weakness. In this way the teacher can truly improve under the system. We found, when we began sending the leaflets out in the spring of 1920, that the teachers were interested in the plan. Not only did they answer the questions, but they saw where we might improve our questions and so we are co-operating now in an effort to reach the best in questioning in order that we may get the best results."

Though the plan was established last spring there was not time before the closing of school to determine thoroughly the results.

The counties included in the Southern Section are: Santa Barbara, Ventura, Los Angeles, San Bernardino, Riverside, Imperial, Orange, and San Diego.

Those on the committee besides Chairman A. R. Clifoton are: Miss Adeline B. Newcome of Los Angeles; Miss Leva Hanby, Long Beach; Miss Lulu E. Main, Arlington; H. N. Alleman, Santa Ana; H. G. Clement, Redlands.

The standardized plan for rating the teachers which will be used by both the teachers and the supervisors in judging the teacher consists of such headings as these whereby the rating is done: personality, the recitation, social qualities, growth, considerations on questioning ability, personal appearance, interest in the community.

Under personality we find such questions as these: "What have I done, and when, to show that I am vigorous, tactful, self-controlled, co-operative, giving extra time to pupils, strict, systematic, thorough and conclusive, resourceful, persuasive and convincing, sympathetic, good humored, spirited, able to keep order, not weak, not blundering, not irritable, not antagonistic, not selfish, not lax, not disorderly, not slipshod, not dependent, not intolerant, not apathetic, not overly serious, not wormlike?

Under the recitation the question is: "What do I do to make the pupils interested, independent, thinking, energetic, come for advice and conference, co-operative, quick to react?" And again: "Do my pupils react fluently in good sentences, are they indifferent, dependent, guessing, lazy, antagonistic, slow, halting, or do they use single words in replying?"

The social qualities group includes searching questions such as: "How have I co-operated with other teachers in school activities?" "What have a contributed to faculty meetings?" "What have I done to show loyalty to the administration?"

Under the heading "Growth" the teacher is questioned regarding: her professional reading in magazines, books and journals, extensions and summer courses, experiments in new methods of teaching, inventions or devices for illustration, explanation or drill and also regarding promptness in getting her reports to the school office.

Various hints and helps are given in the heading, "Considerations on Questioning Ability," in asking questions. The teacher is asked if she gets facts, if she suggests answers through her method of questioning, if her questions are definite, if they are confined to the textbook, if they are adapted to the pupil's needs and interests, if they are associated with past and future work, if they develop the next lesson and stimulate initiative.

The need of appearing neat and well dressed is emphasized in the queries regarding Personal Appearance. Interest in the community is emphasized under the heading of that name.

The following encouragement closes this searching questionnaire:

"To the teacher:

"This suggestion for self-rating is a guide to you in collecting and evaluating your own actions during the past years. It asks you to think back over the years and refresh your mind as to specific instances of professional problems solved.

"Treasure your successes. No one can take from you the satisfaction which comes from them.

"Do not be morbidly introspective over failures. Everyone makes mistakes. The wise teacher is the one who does not make the same mistake twice.

"How can this be improved?"

The teachers are given rating cards on which they make their own report, and give to their supervisor. It is after this that the teacher who is desirous of getting the most out of her work, or, rather, of putting the most into her work, seeks the supervisor and freely discusses points included and room for improvement and receives suggestions.

What earnest teacher would not grow under such stimulus as this Teacher Self-Rating Plan provides?

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Mrs. Belle S. Gribi, superintendent of Merced county schools, held the county institute at Merced on November 21, 22, 23. On November 23 a trustees' convention of the county was held also. Miss Winifred H. Bigley gave a splendid talk on county library service. A. A. Belford of Rand-McNally spoke on new arithmetic, and William John Cooper, superintendent of Fresno, spoke on "History and Civics." A C. Olney discussed "Late Legislation." Miss M. C. Nevins, Merced county supervisor of music, talked on "Music Appreciation." W. T. Walton, principal of the West Side Union High School, gave an illuminating address on "Music for High Schools." George H. Hunting, Fresno State Teachers' College, discussed high school dramatics.

At the Trustees' Convention, Dr. Herbert R. Stolz, state supervisor of physical education, gave an eloquent presentation of the problem of physical education in the state.

A. W. Ray, city superintendent of Tulare schools, has thoroughly organized the city school system and is ready for fine work.

Petaluma city schools, under B. H. Painter, this year put in a transportation system by buying five large trucks for the transportation of pupils.

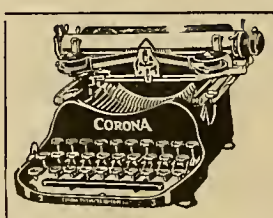
A method of combating the shortage of water has been invented by District Superintendent of Schools J. R. Cookman of Maricopa. In Maricopa water sells for 12 cents a barrel. The children desired a school plunge. Cookman worked all summer on an idea and produced a mechanism that will purify water so that it is pure as drinking water, he says.

As Cookman is a chemist, he proceeded along a scientific line. His completed apparatus is run by electricity and purifies the water in the large swimming tank after it has been used. The water can then be used again. It is clean and fresh.

A model of this machine and tank were on exhibit at the Kern County Teachers' Institute in Bakersfield recently. It was made by U. L. Barnes, manual training teacher, and attracted much attention.

KERN COUNTY INSTITUTE

Institute for the 550 teachers in Kern county, where L. E. Chenoweth is county superintendent, was held in Bakersfield November 21-23. Each morning of the institute was occupied by section sessions. In the afternoons general sessions were held, musical programs given and different speakers were heard. The speakers included J. E. Upjohn of Los Angeles, Dr. David P. Barrows of Stanford University, Dr. Daniel F. Fox of Pasadena, and Stanley B. Wilson of the State Board of Education.



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